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an Education for All

Model Lesson Plans Social Studies

Developed
by
Montana Educators

Winter 2006

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**Acronyms Used In The
Indian Education For All Social Studies Model Lesson Plans**

Acronym List

B - Benchmark

EU – Essential Understandings Regarding Montana Indians

GLE – Grade Level Expectations for Social Studies

LM – Library Media Standard

ML – Media Literacy Standard

RDG – Reading Standard

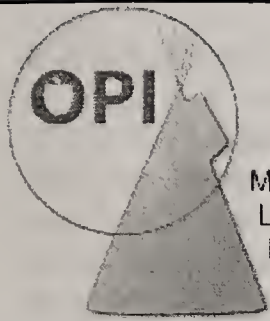
SS – Social Studies Standard

UBD – Understanding By Design



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Glossary of Terms for the Indian Education for All Social Studies Model Lesson Plans

acculturation The process by which a culture is transformed, due to the massive adoption of cultural traits from another society. [Culture Change: Glossary of Terms. anthro.palomar.edu/change/glossary.htm]

accuracy of information A factor in determining information quality. If information is accurate, it is factually correct.

allotment "Refers to the policy of the federal government of dividing Indian reservations into parcels assigned to individual families, usually under a highly restricted form of fee simple ownership (the usual form of private land ownership in the United States). The basic legislation was the General Allotment (Dawes) Act of 1887." [Native America in the Twentieth Century: An Encyclopedia.. p. 27.]

Allotment Period See allotment.

ancestor A person from whom one is descended; a relative who lived in the past.

ancestral lands Lands utilized by tribes in their migrations and in their hunting/fishing, frequently referred to in their oral histories, and still connected to tribes and their cultures today. These may or may not be on reservations.

assimilation The absorption of an individual or minority group of people into another society or group. This is achieved by learning and adopting the cultural traditions of the society to which assimilation occurs. It is also often hastened by intermarriage and by de-emphasizing cultural and or biological differences. [Culture Change: Glossary of Terms. anthro.palomar.edu/change/glossary.htm].

Assimilation Period At the end of the treaty-making period in 1871, the United States Congress began a policy aimed at narrowing tribal and individual Indigenous rights and encouraging Indigenous Americans to move from reservations. Assimilation, allotment, and U.S. citizenship for Indigenous Americans became official policy goals and

continued until the late 1920's. [Deloria 1985, Cooper 1990, Pevar 1992, as stated in *Historical Chronology* by the Office of Environmental Management, U.S. Department of Energy, available online].

Assiniboine Indian Tribe "Nakoda or Nakota, As'see nee poi-tuc—those who cook with stones. A Plains people whose original territory was around the Great Lakes. The Eastern Assiniboine are in Montana...most...live on the Fort Belknap and Fort Peck reservations. Their language is part of the Dakota dialect complex, which is one of five Siouan languages spoken in historical times on the plains." [Native America in the Twentieth Century: An Encyclopedia. p. 63-64]

band Commonly, bands were hunter-gatherers in the past. Bands usually have no permanent leaders; decisions are based on building consensus. Leadership tends to be situational, arising for short periods of time. [www.digitalhistory.uh.edu/historyonline.indiansglossary.cfm].

BIA The Bureau of Indian Affairs, a U.S. federal government agency.

bias a highly personal and unreasoned distortion of judgment; prejudice. [Webster's Ninth Collegiate Dictionary]

Blackfeet Indian Tribe One of four closely related tribes of Plains Indians known generally as Blackfeet. All of the tribes spoke the same Algonquian language. The Blackfeet in Montana, also known as the Southern Peigan or Pikuni, are the only group of Blackfeet Indians to have a reservation in the United States. [Native America in the Twentieth Century: An Encyclopedia. p. 75]

Blackfeet Reservation Land base that the Blackfeet Indians reserved for themselves when they relinquished other land areas to the U. S. through treaties.[Essential Understanding Regarding Montana (MT) Indians, EU 1, 2005]

blood quantum Blood quantum is the total percentage of your blood that is tribal native due to bloodline. Most of the Nations use blood quantum as a requirement for membership. Usually this is detailed on a CDIB (Certificate of Degree of Indian Blood) card issued by the United States Government. Additionally, many of the Nations have other requirements for membership. [www.americanindian.source.com]

Chippewa Indian Tribe To end any confusion, the Ojibwe and Chippewa are not only the same tribe, but the same word pronounced a little differently due to accent. If an "O" is placed in front of Chippewa (O'chippewa), the relationship becomes apparent. Ojibwe is used in Canada, although Ojibwe west of Lake Winnipeg are sometime referred to as the Saulteaux. In United States, Chippewa was used in all treaties and is the official name. The Ojibwe call themselves Anishinabe (Anishinaubag, Neshnabek) meaning "original men" (sometimes shortened to Shinob and used as a nickname among themselves). Ottawa and Potawatomi also call themselves Anishinabe, and at some time in the past, the three tribes were a single tribe. Ojibwe, or Chippewa, comes from the Algonquin word "otchipwa" (to pucker) and refers to the distinctive puckered seam of Ojibwe moccasins. Various spellings: Achipoes, Chepeway, Chippeway, Ochipoy, Odjibwa, Ojibweg, Ojibwey, Ojibwa, and Otchipwe. [www.littleshell.tribe.us]

civil rights The rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13th and 14th Amendments to the U.S. Constitution and by subsequent acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from discrimination. [*American Heritage Dictionary*]

clan Two or more lineages claiming descent from a common ancestor. [Digital History; www.digital.history.uh.edu/historyonline.indiansglossary.cfm.]

Confederated Salish and Kootenai Tribes "The Confederated Salish and Kootenai Tribes are comprised of the Bitterroot Salish, the Pend d' Oreille and the Kootenai tribes. The Flathead Reservation of 1.317 million acres in northwest Montana is our home now but our ancestors lived in the territory now known as western Montana, parts of Idaho, British Columbia and Wyoming. This aboriginal territory exceeded 20 million acres at the time of the 1855 Hellgate Treaty." [www.cskt.org]

Cree Indian Tribe The name Cree, comes from

"Kristineaux", or "Kri" for short; a name given to Native Americans from the James Bay area by French fur traders [www.creeindian.com]. "At present [1936] the Plains Cree are settled on some twenty-four small reserves in Saskatchewan and Alberta, and on one reserve, Rocky Boy, in Montana. The Montana reserve was largely composed of those Plains Cree who fled to the United States after the Riel Rebellion of 1885." [*The Plains Cree: An Ethnographic, Historical, and Comparative Study*. David G. Mandelbaum, 1979. Canadian Plains Research Center University of Regina. Available online: www.schoolnet.ca/aboriginal/Plains_Cree]

cross-cultural setting A setting where one must set aside what the standard for "normal" is within one's own culture and try to understand the reasons something is accepted as normal in another culture (according to *that* cultures standard). There are aspects of culture that are fundamental, but subtle, and important to grasp if one is to function effectively within the new cultural context [*Building Bridges: A Peace Corps Classroom Guide to Cross Cultural Understanding*, pp. 30, 3.]

Crow Indian Tribe The Crow call themselves Apsaalooke, often translated "children of the large-beaked bird." Linguistically part of the Siouan family, the Crow are historically associated with the Hidatsa. Today they are located on their reservation in south central Montana." [*Native America in the Twentieth Century: An Encyclopedia*. p. 152-153.]

Crow Reservation Land base that the Crow Indian Tribe reserved for itself when it relinquished other land areas to the U.S. through treaties. [Essential Understandings Regarding MT Indians, EU 1, 2005]

culture A system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of people. It includes customs, language, and material artifacts. These are transmitted from generation to generation, rarely with explicit instructions. [*Building Bridges: A Peace Corps Classroom Guide to Cross Cultural Understanding*, pp. 9, 14.]

Dakota Indian Tribe[s] Commonly known as "Sioux" Indians, were Dakota-speaking and were known generally as Dakotas or by their individual group names. Dakotas settled in bank communities from the Mississippi to an area surrounding the headwaters of the Red and Minnesota rivers." [*Native America in the Twentieth Century: An Encyclopedia*. p. 161.]

descent Originating from an ancestor. [*Webster's Ninth Collegiate Dictionary*]

discrimination The act of distinguishing differences between people and showing favoritism or prejudicial rejection of them. [Culture Change: Glossary of Terms. anthro, Palomar.edu/tutorials/cglossary.htm]

diversity The condition of being different. [*Webster's Ninth Collegiate Dictionary*]

embedded values The visible and invisible values of the author, as shown in his/her published work. For example, an author who writes about American Indians using his/her own traditional values to make judgments and assertions about American Indians. [MT SS 1]

epidemic An outbreak of a disease (such as small pox, for example) that spreads quickly and affects many people at the same time. [*Webster's Ninth Collegiate Dictionary*]

ethnic group Of, or relating to a group of people classed according to common national, tribal, or cultural backgrounds. [*Webster's Ninth Collegiate Dictionary*.]

family tree A genealogical diagram of family relationships. [*Webster's Ninth Collegiate Dictionary*]

Federal Policy Periods Federal policies were put into place that have impacted Indian people, and which shape who they are today. These periods are described as: Colonization Period, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-Determination. See individual entries for descriptions of each of these. [Essential Understandings Regarding MT Indians, EU 5, 2005]

first-person point of view A character tells the story; the reader learns only what the character knows, thinks, and feels. Referring to the speaker or the writer of the utterance. [*Webster's Ninth Collegiate Dictionary*]

Flathead Reservation Land base that the Salish, Kootenai, and Pend d'Oreille Indian tribes reserved for themselves when they relinquished other land areas to the U.S. through treaties. This is located in western Montana. [Essential Understandings Regarding MT Indians, EU 1, 2005]

Fort Belknap Reservation Land base that the Gros Ventres and the Assiniboine Indian tribes reserved for themselves when they relinquished other land

areas to the U.S. through treaties. [Essential Understandings Regarding MT Indians, EU 1, 2005]

Fort Peck Reservation Land base that the Dakota and Assiniboine Indian tribes reserved for themselves when they relinquished other land areas to the U. S. through treaties. [Essential Understandings Regarding MT Indians, EU 1, 2005]

Gros Ventre Indian Tribe. From a French word meaning *big belly*. These people refer to themselves as the White Clay People, or in their own language, "AH-AH-NE-NIN". [*Native America in the Twentieth Century: An Encyclopedia*. p. 226-227].

heritage Something passed down from one generation of people to the next generation. Something transmitted or acquired by a predecessor. [*Webster's Ninth Collegiate Dictionary*]

history The study of the past; a record of what happened in the past.

historical perspective History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us. [Essential Understandings Regarding MT Indians, EU 6, 2005]

indigenous Referring to the native population of an area. [Culture Change: Glossary of Terms. anthro. palomar.edu/change/glossary.htm]

information quality The quality of the information obtained, based on accuracy, relevance, fact or fiction; This also relies on factors including primary source information, secondary source information, point of view, and embedded values of the author. [MT SS 1]

Indian A person who is of some degree of Indian blood, and is recognized by a tribe/village and/or the United States. There exists no universally accepted rule for establishing a person's identity as an Indian. The criteria for tribal members differs from one tribe to the next [Essential Understandings Regarding MT Indians, EU 2, 2005] See exonym.

invisible aspects of culture Those which are beneath the surface, frequently influencing and causing visible aspects of culture. [*Building Bridges: A Peace Corps Classroom Guide To Cross Cultural Understanding*. pp. 9,14,38-41.]

Kootenai Tribe This tribe has been in western Montana for centuries. The Flathead Indian Reservation in western Montana has many Kootenai Tribe members, mainly in and around the small town of Elmo on Flathead Lake. [Salish-Kootenai Tribal History; available online.]

Lakota Indian Tribe "Lakota is the Native term for both the language and the people commonly called western "Sioux," and the largest division of the *Oceti Sakowin* or "Seven Fireplaces." Lakota is also synonymous with *Titunwan* meaning "Prairie Dwellers," anglicized as Teton." [Native America in the Twentieth Century: An Encyclopedia. p. 299.]

lineage A group of persons tracing descent from a common ancestor. [Digital History. www.digitalhistory.uh.edu/historyonline/indians_glossary.cfm]

Little Shell Chippewa Band A band of the Chippewa and Cree Indians with headquarters in Great Falls, Montana. This band is state-recognized but is not yet a federally recognized tribe [www.littleshelltribe.us]. It is without a designated reservation in Montana. There are over 4,000 enrolled members within the state, many of whom live in Great Falls and surrounding area. The tribe is currently petitioning for federal recognition. [www.indiannations.visitmt.com]

migration Seasonal migrations of foragers or pastoralists between different environments in their territories. This often involves migrations that take people from spring to summer camps and then to fall and finally winter ones. This cycle of migrations that is repeated yearly is determined by the resources that can be exploited at particular times of the year in different areas. Carrying out such a round of migrations increases the amount of food that can be obtained by a society. As a result a somewhat larger population can be supported. [Culture Change: Glossary of Terms. anthro.palomar.edu/tutorials/cglossary.htm]

Northern Cheyenne Indian Tribe The word Cheyenne is derived from the Lakota word *sha-hi'ye-la*, meaning "red talkers" or "people of an alien speech." The Cheyenne refer to themselves as *Tse-tsehese-staestse* or "People"... [Native America in the Twentieth Century: An Encyclopedia. p. 100.]

Northern Cheyenne Reservation The Northern Cheyenne reservation was established by an 1884 executive order, in southeastern Montana.

oral history Each tribe has a history that can be traced to the beginning of time. May of these histories will be told only orally, as they have been passed down through generations. These histories are as valid as any other mythology or belief. Some tribes may only tell certain stories during certain times of the year, and this knowledge should be respected. [Essential Understandings Regarding MT Indians, EU 3, 2005]

oral tradition a tribe's traditional beliefs and legends that have been passed from generation to generation by word. These histories and traditions may be private, to be used and understood only by members of that particular tribe. [Essential Understandings Regarding MT Indians, EU 3, 2005]

over-generalize Generalize to an excessive degree, so that a particular characteristic or aspect is regarded as applicable to every person of a group. [Webster's Ninth Collegiate Dictionary]

over simplify Simplify to an excessive degree, so that a belief or statement about a person is distorted. [Webster's Ninth Collegiate Dictionary]

Pend d' Orielle Tribe One of three tribes within the Confederated Salish & Kootenai Tribes of the Flathead Reservation in northwest Montana.

point of view The standpoint from which something is considered or valued. An author might write in the *first-person point of view* or in the *third-person point of view*. Synonyms include: angle, attitude, frame of reference, opinion, orientation, outlook, perspective, position, private opinion, slant, standpoint, two cents worth, viewpoint, way of thinking [from *Roget's Thesaurus of Phrases*, 2001]

prejudice To judge before hearing or before full and sufficient examination (to prejudice). Also, an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics. [Webster's Ninth Collegiate Dictionary]

primary source Primary resources provide firsthand evidence of historical events. They are, generally, unpublished materials such as manuscripts, photographs, maps, artifacts, audio and video recordings, oral histories, postcards, and posters. For example, a treaty between the U.S. government and a tribe is a primary resource. [UCLA Institute on Primary Sources, available on Internet]

propaganda techniques are methods, not based in fact, and used to make persuasive arguments. Critical readers identify these techniques so that they can identify when fuzzy thinking has occurred, or when an argument deliberately appeals to emotion. Such techniques include: **appeal to ignorance, bandwagon, over-generalization, circular thinking, either/or (looking at something as if it only has two sides), loaded (emotionally charged) words, oversimplification, using a “straw man”—exaggerating or oversimplifying so that something appears ridiculous.** [Adapted from Great Source Education Group’s *Reader’s Handbook: A student Guide for Reading and Learning*, 2002]

reasoned judgment relies on factual information which supports the belief being made. When making a reasoned judgment, one might use words such as *believe* and *probably*. These words indicate that a judgment is being made.

reservations Land that have been reserved by the tribes for their own use, through treaties, and was not “given” to them. [Essential Understandings Regarding MT Indians, EU 1, 2005]

ritual The established form of a ceremony, a certain way of doing something; an act that is customarily repeated. [*Webster’s Ninth Collegiate Dictionary*]

Rocky Boy’s Reservation Land base that the Chippewa-Cree Indians had reserved for themselves, established by an Executive Order in 1916.

Salish Tribe The Bitterroot Salish tribe were removed from their homeland in Montana’s Bitterroot Valley, after a long struggle. The tribe is a part of the Flathead Indian Reservation in western Montana. Members are concentrated around the towns of St. Ignatius, Arlee, and Ronan on the reservation. [Salish-Kootenai Tribal History, available online]

secondary source Secondary materials, such as textbooks, synthesize and interpret primary materials. A grade 6 text book in history is an example of a secondary source. [UCLA Institute on Primary Sources, available on Internet]

self-determination The premise of self-determination is that Indigenous Nations are basic governmental units and that Indigenous Nations possess certain sovereign powers to exercise government, enter into agreements, and develop and protect natural resources. [Deloria 1985, Cooper 1990, Pevar 1992, as stated in *Historical Chronology*

by the Office of Environmental Management, U.S. Department of Energy, available online]

sovereign powers Before colonization, Indian tribes possessed complete sovereignty. Tribes are now classified as domestic dependent nations. Tribes have the power to define their own membership, structure, and operate their own tribal governments, regulate domestic relations; settle disputes; manage their property and resources; raise tax revenues; regulate businesses; and conduct relations with other governments. It also means that the U.S. federal government is obligated to protect tribal lands and resources, protect the tribe’s right to self-government, and provide social, medical, educational and economic development services necessary for the survival and advancement of tribes. [Essential Understandings Regarding MT Indians, EU 7, 2005]

sovereignty The supreme power from which all political powers are derived. It is “inherent”—it cannot be given to one group by another. Sovereignty ensures self-government, cultural preservation, and a peoples’ control of their future. Sovereignty affirms the political identity of Indian Nations—they are not simply a racial or ethnic minority. [Essential Understandings Regarding MT Indians, EU 7, 2005]

stereotype An oversimplified conception of a group of people in which all individuals in the group are labeled and often treated based on certain perceived group characteristics. [www.ahla.com/diversity_glossary]

suffrage Right to vote. [*Webster’s Ninth New Collegiate Dictionary*]

technology The tools, machines, and methods used within a culture. [*Webster’s Ninth New Collegiate Dictionary*]

termination Termination was designed to produce rapid, forced assimilation. Under termination the trust relationship between Indigenous Americans and the U.S. government would gradually decrease and eventually dissolve. Economic development on reservations was ignored, and Indigenous people were encouraged to seek a life off the reservation. [Deloria 1985, Cooper 1990, Pevar 1992, as stated in *Historical Chronology* by the Office of Environmental Management, U.S. Department of Energy, available online]

third-person point of view The story or narrative is told by a *narrator* outside the story or narrative; this narrator makes *observations*. Referring to one that is

neither the speaker or writer of the utterance...or the one to whom that utterance is addressed. [*Webster's Ninth New Collegiate Dictionary*]

tolerance Respecting beliefs and actions which differ from one's own beliefs and ideas. Respecting what others value and do is a way to help them develop both the self-esteem and the feelings of integrity that will enhance their learning. [Essential Understandings Regarding MT Indians, EU 2, 2005]

traditional Indians Those American Indians who show characteristics of American Indian ways of being and belief. A continuum exists between traditional and non-traditional members of tribes. All have a variety of backgrounds, differences of skin color, dress, behavior, along with deeper and subtler differences of values and ways of being and learning. [Essential Understandings Regarding MT Indians, EU 2, 2005]

treaty An agreement or arrangement made by negotiation. A contract in writing between two or more political authorities (as states or sovereigns) formally signed by representatives duly authorized and usually ratified by the lawmaking authority of the state. [*Webster's Ninth New Collegiate Dictionary*]

tribal membership One's official identity with a particular tribe depends on that tribe's definition and requirements for membership. [Essential Understandings Regarding MT Indians, EU 2, 2005]



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Model Lesson Plan

Social Studies

Generic Understanding by Design Planner

Stage 1 - Desired Results

Established Goals:

- Relevant goals depend upon the scope of the work. If you are writing a single lesson, then 1 or 2 benchmarks might be the goal(s). Larger work encompassing many daily lessons would use content standards, course or program objectives, or learning outcomes that provide the structure for the unit.

Understandings:

- The specific enduring understandings to be addressed in this lesson
- The ideas and information students will remember after they have forgotten the details
- Any misunderstandings that may occur

Essential Questions:

For students, these questions will be

- Provocative,
- Interesting,
- Enlightening in perspective and appreciation of different points of view
- Frames for self-knowledge of limits in experiences, and assumptions

Students will know...

Students will be able to...

This section provides the specific benchmarks to be taught and learned.

- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skills?

Stage 2 - Assessment Evidence

Performance Tasks:

- Performance tasks are typically authentic and provide for students a real world opportunity to demonstrate their understanding of the topic.
- Criteria should be carefully written to provide a clear target so that students know exactly what they must do to show knowledge and skills.

Other Evidence:

- Identification of other evidence such as quizzes, tests, homework, and journals will help students judge the scope of the assignment.

Stage 3 - Learning Plan

Learning Activities:

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results:
How will the design...

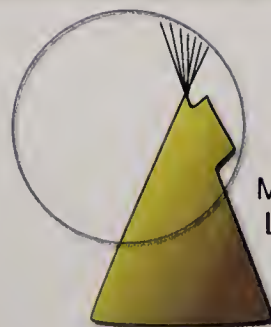
- W= help students know where the unit is going and what is expected?
- H= hook all students and hold their interest?
- E= Equip students, help them experience the key ideas and explore the issues?
- R= Provide opportunities to rethink and revise their understandings and work?
- E= Allow students to evaluate their work and its implications?
- T= Be tailored (personalized) to the different needs, interests, and abilities of learners?
- O= Be organized to maximize initial and sustained engagement as well as effective learning?

Indian Education for All

Model Lesson Plans Social Studies Grade 3

Developed
by
Montana Educators

Winter 2006



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INDIAN EDUCATION FOR ALL
GRADE THREE MODEL LESSONS
Table of Contents

Model Lessons are aligned with the Seven Essential
Understandings Regarding Montana Indians and
the Montana Social Studies Standards

MODEL LESSONS

- Lesson 1 Learning About Many Indian Cultures
- Lesson 2 Learning the Steps in an Inquiry Process
- Lesson 3 Strategic Skill: Evaluating Information Quality
- Lesson 4 Strategic Skill: Making Decisions Every Day
- Lesson 5: What Causes Conflicts Among People?
- Lesson 6: Learning About Stereotypes
- Lesson 7: MT Indians Near My Home: Tribes, Leaders
- Lesson 8: Montana Reservation Governments
- Lesson 9: MT Seven Indian Reservations Including
Locations/Tribes
- Lesson 10: Indians Differ in Language, Culture, Government
- Lesson 11: MT Indians: Past Traditions and History

Glossary of Terms For Educators

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
CHICAGO, ILLINOIS 60637

TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES
OF THE UNIVERSITY OF CHICAGO

Dear Sirs:

I am writing to you to inform you of the results of the experiments which I have conducted during the past year. The experiments were conducted in accordance with the plan which I submitted to you in my report of the previous year. The results of the experiments are as follows:

The first experiment was conducted to determine the effect of temperature on the rate of reaction between the two substances. The results of this experiment are shown in the following table:

Temperature (°C)	Rate of Reaction (moles/liter-sec)
25	0.0012
35	0.0018
45	0.0025
55	0.0035
65	0.0050

The second experiment was conducted to determine the effect of concentration on the rate of reaction between the two substances. The results of this experiment are shown in the following table:

Concentration (moles/liter)	Rate of Reaction (moles/liter-sec)
0.01	0.0012
0.02	0.0018
0.03	0.0025
0.04	0.0035
0.05	0.0050

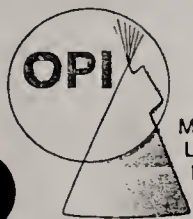
The third experiment was conducted to determine the effect of catalyst on the rate of reaction between the two substances. The results of this experiment are shown in the following table:

Catalyst (moles/liter)	Rate of Reaction (moles/liter-sec)
0.01	0.0012
0.02	0.0018
0.03	0.0025
0.04	0.0035
0.05	0.0050

The fourth experiment was conducted to determine the effect of solvent on the rate of reaction between the two substances. The results of this experiment are shown in the following table:

Solvent	Rate of Reaction (moles/liter-sec)
Water	0.0012
Alcohol	0.0018
Ether	0.0025
Acetone	0.0035
Benzene	0.0050

The results of these experiments show that the rate of reaction between the two substances is affected by temperature, concentration, catalyst, and solvent. The rate of reaction increases with increasing temperature, concentration, and catalyst, and decreases with increasing solvent.



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Model Lesson Plan

Social Studies

Grade 3 - Topic 1 - The Reservations: Learning About Many Montana Indian Cultures

Stage 1 - Desired Results

Established Goals:

- Students will know and locate the seven Indian reservations on a map of Montana. (SS3,6; B4:1-4,6; GLE 3.1)
- Students will use appropriate geographic resources to gather basic information about MT Indian Reservations. (SS3 B4:1-2,5; GLE 3.3.3)(Montana highway maps are readily available and provide geographic information.)
- Students will know that there are differences among tribes—i.e., languages, cultures, and government (SS3B3,7; SS6B2,4;GLE 6:3.2)

Understandings:

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (GLE 3:3.1)
- They are shown on Montana maps, and should be identified and labeled by their reservation titles. (GLE 3:3.3)
- Maps can be used to identify and locate MT Indians; geographic differences help in looking at cultural differences. (GLE 3:3.3; RDG 3,j,k)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Chippewa. (GLE 3.3.2; GLE 6:3.2)

VOCABULARY/CONCEPTS:

NEW: Government, Reservation, Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa, Fort Peck, Flathead.

REVIEW: Tribe, Culture, Maps.

Essential Questions:

- What are reservations? How many are there in Montana? What are their names and locations?
- What are Indian tribes? What tribes are located in Montana?
- Each tribe lives in a different place in Montana. What are some differences between _____ tribe and _____ tribe?
- What maps can we use to identify tribal reservations and home lands? Given a choice, which map would you like to use?

Students will know...

- Inquiry process steps are useful guides when we need to find information and make reports about our new knowledge. (GLE 3.1.1)
- The steps, which include:
 - a. Identify a question or a problem, and write it.
 - b. Locate resources and materials that can be used to answer our question or problem.
 - c. Gather (write down) the information that can be used to answer the question or problem.
- Create a new product (such as a report) from the information gathered.
- They should make sure that the report uses their own words—they should not copy a report word-for-word.
- Good readers evaluate the information they find; (SS GLE 1.2; RDG GLE 3.h; ML 1.4.4)

Students will be able to...

- Define tribe, culture, reservation in their notebooks and on class assignments.
- Correctly label the 7 MT Indian reservations on a map, as an assignment.
- Talk about their map and share information from it with others.
- Identify some tribes with some of the reservations; preferably, students should know the tribe(s) associated with at least two of the closest reservations to their school. Students on reservations should know the tribes associated with their locale and at least one other reservation in Montana.
- Talk about the characteristics of several tribes, using their notes and work sheets they have produced as they compared information about tribes.



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- Good readers evaluate the information they find, and decide its usefulness for the work they are doing. (SS GLE 1.2, ML 1.4.4, RDG GLE 3.2)
- Good readers identify their purposes for reading and select material to meet the purpose. (RDG GLE 3.h)
- Good readers compare and integrate information from two sources. (RDG GLE:k)
- Good readers set appropriate reading goals so that they target the information they need. (RDG GLE 3.g; ML 1.4.4)
- Talk about the characteristics of several tribes, using their notes and work sheets they have produced as they compared information about tribes.
- Keep a notebook or log of the new words they have learned, and review this information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student produces a map which clearly shows the seven Indian reservations in Montana. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations accurately represented.
- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

The following learning activities support the concepts taught in lesson 1:

1. A Montana Highway Map is essential for the learning in this lesson. Each student should have one to keep in their notebooks.
2. To meet goal of Understanding #2, have students highlight each reservation on their Montana Highway Map. The reservations are slightly highlighted, increase the intensity of color by using one of the neon text highlighters.
3. To meet goal of Understanding #3, use the geographic information on the Montana highway map. Talk about the topography of the land, the use of the land, what it looks like. Read the landscape.
4. Understanding #4 lists the 12 tribes. This is taught in depth in grade 4, students need to know the names at an awareness level. Use information found in the text of "Montana Indians, Their History and Location".



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Vocabulary/Concepts Activities:

The vocabulary and concepts that are essential to this lesson are government, reservation, tribe, culture, maps, and the names of the 12 tribes. The following activities may be used to facilitate greater understanding of these words and concepts:

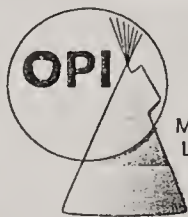
1. **Government:** Have students define using traditional definition. To develop understanding discuss the hierarchy of authority at school by listing from top down, rules, etc. move to family, city, tribe if appropriate. The goal of this activity is to convey the idea that in most aspects of our life there is some sort of structure that resembles a government structure with rules to follow, paperwork to do, and consequences attached.
2. **Reservation:** Reservations are lands that have been reserved by the tribes for their own use through treaties and were not "given" to them. To further understand the concept of reservations, ask students to make a list of other times and places that the word "reservation" is used (i.e: restaurants, hotel/motel room, airline flight) Using a "t-chart" categorize likenesses and differences.
3. **Culture:** Culture is an accumulation of all that comprises each group or individual. This is an opportunity for students to bring artifacts that convey an aspect of their culture. Talk about it, write about it, take photos of, bring photos of make a cultural wall in the classroom. This activity will give students the broad concept of what "culture" is.
4. **Maps:** Students are aware of what a traditional map is. Review if necessary using the Montana Highway Map. Talk to students about the many other types of maps and have them create one (ie: city map, map to their home, life map, map of their street, map of a carnival). How are some of the many maps part of our daily lives?

Teacher Notes:

This lesson will take a few weeks, as it incorporates major building blocks of knowledge. Students will locate and name the seven Indian reservations in Montana, and they will also be introduced to the 12 tribes and their locations in Montana. They will differentiate some tribes, based on the languages spoken, culture, and geographic location (teachers should use reservations nearest to their school). All grade 3 students should be introduced to all 12 tribes, although they are not held accountable to name all the tribes at this grade level. Advance notice: students should be able to name all of these by the end of grade 4.

Lesson Materials:

- Montana wall map, suitable for instruction.
- FREE Montana Highway Maps (or another map which shows the reservations, and can easily be seen by a student as he/she makes own map).
- Blank Montana student maps, suitable for third graders.
- Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).
- Indicators of Quality—make an overhead and supply one hard copy to each student to include in their notebooks.
- Download the following materials from the Office of Public Instruction:
 - a. Montana Reservations Maps from the Office of Public Instruction website - www.opi.mt.gov
 - b. Indians 101
 - c. Essential Understandings Regarding Montana Indians Model Curriculum



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IEA Model Lessons Grade 3

INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF MAP based on Montana Performance Indicators

	TITLE	LABELS	ACCURACY	NEATNESS
4 Advanced	This title clearly shows the map's purpose.-	Everything is correctly labeled as noted for the map.	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	This title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal "proficient" based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	This title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child's performance does not reach his/her personal ideal of "proficient" as compared to other assignments.
1 Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors—or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.

Topic I Many Cultures: Introduction to the 7 Montana Reservations



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INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF Notebook based on Montana Performance Indicators

	ORGANIZATION	CONSISTENCY	ACCURACY	NEATNESS
4 Advanced	The notebook goes beyond the level of accuracy and work expected for the proficient level. The student routinely keeps a notebook without being reminded to do so.	Everything is consistently done, as expected for each assignment. The student requires no reminders to be consistent—he/she is a self starter.	The notebook contains vocabulary word accurately labeled; other additions that the student has made are also accurate. The student has gone beyond the basic assignment.	The notebook work is neat, and shows student initiative beyond that expected at the proficient level.
3 Proficient	This notebook is easy to read; the student could easily review the vocabulary and items which the teacher has indicated should minimally be in the notebook.	Almost all required vocabulary words have been identified and defined. The work is easy to read—the student has been nearly consistent in producing quality work.	The required vocabulary words and definitions are accurate. The student could easily review these, and may occasionally add in other information found.	The notebook is generally neat and easy to read. The student has attempted a personal “proficient” based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	This notebook is usually easy to read, but sometimes the work is sloppy and the student cannot review his/her work easily.	Some of the vocabulary words have been written and defined, but the student has selected incorrect definitions; or, the definition given is not complete.	Minor errors are made, and these contribute to misunderstanding of the notebook content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The notebook is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child’s performance does not reach his/her personal ideal of “proficient” as compared to other assignments where he/she achieved that level.
1 Novice	The notebook cannot be found OR few assignments have been attempted. The student requires help to get started.	The student cannot consistently produce the work as expected. He/she requires help to complete the work.	The notebook contains major errors—or, for example, no work was attempted.	The notebook is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.

Topic I Many Cultures: Introduction to the 7 Montana Reservations



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Social Studies

Grade 3 - Topic 2 - Learning Steps in an Inquiry Process

Stage 1 - Desired Results

Established Goals:

- Students will identify and practice the steps an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product). (GLE 3.1.1; LM 1:4.4)

Understandings:

- We can use the steps of an inquiry process to learn new information about Montana Indian tribes and reservations. (GLE 3:1.1)
- The steps of the inquiry process are similar to those we use in scientific inquiry and in Library inquiry. (GLE 3.1.1)

Essential Questions:

- What are some good ways to identify questions or problems we would like to research?
- Where can we find the information we need? How do we determine what library sources to use? What other resources could we use?
- What questions would be good to ask? What do we want to know?
- Where could we find information about Montana Indian Reservations and MT Indian Tribes?

Students will know...

- Inquiry process steps are useful guides when we need to find information and make reports about our new knowledge. (GLE 3.1.1)
- The steps, which include:
 - Identify a question or a problem, and write it.
 - Locate resources and materials that can be used to answer our question or problem.
 - Gather (write down) the information that can be used to answer the question or problem.
- Create a new product (such as a report) from the information gathered.
- They should make sure that the report uses their own words—they should not copy a report word-for-word.
- Good readers evaluate the information they find; (SS GLE 1.2; RDG GLE 3.h; ML 1.4.4)
- Good readers evaluate the information they find, and decide its usefulness for the work they are doing. (SS GLE 1.2, ML 1.4.4, RDG GLE 3.2)
- Good readers identify their purposes for reading and select material to meet the purpose. (RDG GLE 3.h)
- Good readers compare and integrate information from two sources. (RDG GLE:k)
- Good readers set appropriate reading goals so that they target the information they need. (RDG GLE 3.g; ML 1.4.4)

Students will be able to...

- Use the steps of the inquiry process as they research information for their assignments.
- Define tribe, culture, reservation in their notebooks and on class assignments. Take notes about the tribes they research.
- Correctly label the 7 MT Indian reservations on a map, as an assignment.
- Label the 12 MT Indian tribes as they related to reservations/primary sites of residence.
- Talk about their map and their notebook and share information with others in the classroom context.
- Talk about the characteristics of all 12 tribes, using their notes and work sheets they have produced as they compared information about tribes.
- Keep a notebook or log of the new words they have learned, and review this information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student uses the Inquiry Process steps to get information and synthesize that information as they perform library research, do classroom assignments, and make their maps and notebooks

Other Evidence:



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Stage 3 - Learning Plan

Learning Activities: Materials Needed

This lesson/topic provides an opportunity to do research on some Montana tribes and the seven reservations. Students should learn the names of the 7 MT reservations as 3rd graders; this is essential building block information that they will need as they progress through the grades. For example, by the end of the 4th grade, students will also know the names of the 12 MT tribes, and basic information about every Montana tribe.

1. Make a large poster (laminated if possible so you can write on it with a water base marker) of the steps in the inquiry process and place it on the wall of your classroom for easy reference by students. Refer to it often!!!!

“Did You Ever Wonder?”

Day 1:

Use a large piece of roll paper so that the activity can be saved. Use either a Venn Diagram, or draw a Tree Base. In the center of the Venn Diagram, or on the trunk of the tree, label as “question/problem”. Ask students to provide any/all questions/problems they can think of that they would like to know more about. As students supply these questions, add branches or smaller circles to the diagram, using the student input. Next, have students determine source materials where they might find information regarding their questions, and show these with smaller lines coming off Venn Diagrams or small branches off of larger branches of the tree. This portion of the lesson should be posted on the wall for further reference as the lesson progresses.

Ask small groups to choose a question/problem, make a list of what they want to know and where they could find information specific to their question/problem. Student groups gather information from sources identified and generate findings. Each group records findings before reporting back to whole group.

Day 2: Apply method from Day 1, using Montana Indian Reservations and MT Indian Tribes.

All work generated by this activity should be placed “on the wall” for reference and reinforcement of concept of inquiry process as students will use the inquiry process frequently in social studies and in science.

Management Tip: After each lesson session provide notebook/journaling time and a very quick map review of reservation locations. These serve as great closure activities, and takes very little time.

2. Group develops list of possible research topics, as per group comfort with inquiry process.

See Additional Teaching Activities in Sections: “Essential Questions” and “Students Will Know”

Teacher Resources:

1. List of Fiction/Nonfiction books about MT Indians available in the library and the classroom.
2. *OPI Connecting Cultures & Classrooms k-12 Curriculum guide.*
3. OPI Literature & Resource Guidance For Librarians, Teachers—for the grade level/ or spanning the grade levels 2-4 (grade four, plus one grade level below, and one grade level above).
4. Materials on the seven reservations found in “*Montana Indians: Their History and Location*”
(Use as information source!)

Other Benefits of the Lessons:



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Grade 3 - Topic 3 - Evaluating Information Quality: Identifying Useful Information

Stage 1 - Desired Results

Established Goals:

- Students will evaluate information quality (e.g., usefulness, accuracy, fact or fiction). (GLE 3.1.2; LM 1:4.4)
- Identify and research tribal heroes, historical figures, leaders from the past and the present. These may include not just official government leaders, but also Elders revered for various types of knowledge, community leaders, etc. [GLE 3.2.3]

Understandings:

- We can evaluate the information we find about MT Indian heroes, tribal leaders, Elders, and historical figures. (SS GLE 3.1.2; LM 4.1.4)
- When we are looking for information we need to decide whether or not the fact we find is relevant (useful). Does it fit our questions we asked, or our topic? (SS GLE 3.1.2; LM 4.1.4)

Essential Questions:

- What should we do when we find a fact, in order to determine its usefulness for our research?
- What questions would be good to ask? What do we want to know?

Students will know...

- Relevant information about various contemporary and historic tribal leaders.

Students will be able to...

- Determine the usefulness of information they find as they research tribal heroes, leaders, and historical figures to write a paragraph about one person.
- Tell about the person they have researched (for example, Elders, tribal leaders, and famous historic figures from the 12 MT tribes). They can tell why they are revered.
- Keep a notebook or log of the new words they have learned.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student evaluates information quality of the materials used to research a hero, leader, or historical figure—for example, accuracy, usefulness.
- Each student writes or tells about the person they have researched.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will begin to develop a list of Elders, Historic Figures, and Contemporary Tribal Leaders; During the year, each student should research at least one person from each tribe.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their research processes.
- E= Teachers and (sometimes) the Librarian guide the research activities. Students should research in order to know the who, what, when where, why about the person they are researching.
- R= Students take their own notes, and discuss what they have learned with one other student, or within a group of four students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. A “mini-Telling” to others (before writing) helps organize thoughts for writing. Those listening need to listen carefully for the Who, What, When, Where, Why, and provide feedback that will help the writer to write a good paragraph of the person researched. This is a first good step in providing appropriate peer response.
- E= Students review their work (what they have written) and share their written paragraph with one another in small groups.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform their research about Elders, famous tribal members and leaders, based on their different needs and abilities.
- O= Students will complete the activities in about two-three class periods (about 30 minutes each); this should keep student engagement and learning high.



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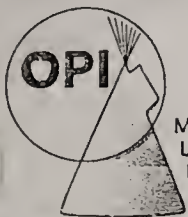
Teacher Resources:

Teachers may also find some materials for research in the following:

- Indian Reading Series. "Levels I, II, III Teacher's Manual" in particular www.nwrel.org/indianed/indianreading/ (Download free any title) Or www.nwrel.org/nwreport/2003-09/Indian.html (Available again) Written by local Indian authors and illustrated by Indian artists from the Plains and Northwest, the series comprises 140 stories - levels K-6 for reading, but all ages can appreciate the stories. The stories and activities can also be used in the teaching of science, social studies, the arts, etc.
- Preface to Teachers' Guide Levels I, II, III: . . . The materials were authenticated by the participating tribes and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms through-out the Northwest. . . . The Teacher's Manual reflects the thinking of the more than eighty teachers who were involved in the trial stages of the materials and who provided us with invaluable ideas [suggestions for teachers] which were incorporated into this manual.
- The "Guide" provides Background Information, Objectives, Language and Experience, "Here's How" Program Implementation suggestions, and over 60 pages of Teaching Activities, including several for each of the following: Dramatization, Talking About, Retelling the Story, Writing Down, Making Books, and Word Study.

Vocabulary:

- New: Accuracy of Information, Fact, Usefulness, Relevance
- Review: Fiction, Nonfiction



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Grade 3 - Topic 4 - Strategic Reader: Making Decisions Every Day

Stage 1 - Desired Results

Established Goals:

- Students will use information to support statements and practice basic group decision-making strategies in real world situations (c.g., class elections, class choices, playground and classroom rules, class projects). (GLE 3.1.3 LM 1:4.4)
- Features of this lesson are practiced from week 1 on in Grade 3 (for example, following school rules for various situations). As students learn through class projects and class choices, the topic can be continually reinforced. Using the information found in order to support new ideas needs to be taught, and then reinforced, throughout the year.

Understandings:

- When we are looking for information we need to decide whether or not the fact we find is relevant (useful). Does it fit our questions we asked, or our topic? (Review) (SS GLE 3.1.2; LM 4.1.4)

Essential Questions:

- What is decision making? Why is it important?
- What are some decisions made from current information and how do they influence what we do today?
- What are some decisions made in the past that influence how we live today?
- How do we determine whether a story or a selection is fiction or nonfiction? (REVIEW-see previous lessons)
- How can we determine whether the facts we find are accurate? (REVIEW)
- What should we do when we find a fact, in order to determine its usefulness for our research? (REVIEW)
- What questions would be good to ask? What do we want to know?
- Where could we find information about decisions made about Montana Indian Reservations and MT Indian Tribes? List and post on the wall.

Students will know...

- About practices in making group decisions.

Students will be able to...

- Students should be able to find and write about a decision that was made from information past or present.
- Use the steps of the inquiry process as they research information for their assignments.

Stage 2 - Assessment Evidence

Performance Tasks:

- Teachers should utilize the rubrics provided in Lesson 1.
- Each student uses the Inquiry Process steps to get information and synthesize that information as they perform research, and complete classroom assignments.
- Each student evaluates information quality—accuracy, usefulness, fact/fiction.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Decision-making from Information
- 1. To introduce the concept of decision-making from information, talk about decisions we make on a daily basis and the information needed to make those decisions.
- 2. Ask students to take out their notebooks/journals and give them one minute to write a decision they made today and what information they used to make that decision. (ie: How did they decide what to wear today? Was the weather a deciding factor, clean clothes a factor, a new outfit, a special theme day at school, or another reason?) This personalizes their decision well as makes the concept relevant.
- 3. Move from their personal decision to a decision you as their teacher made today. Ask for their input. This can be expanded to include school, community, family, etc. The vital components must convey the understanding and application of how a decision is made based on information.



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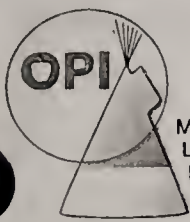
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Notebook/Journal Jigsaw

- Divide students into small groups for "journal jigsaw". (Suggestion only! Consider make up of classroom, number of students, as well as how they work together.)
- Have group members work cooperatively; each should search to find a fact/information they have written in their notebook that no one else has written.
- The student explains why he/she made the decision to include this in his or her notebook. The information could be from an individual lesson assignment, vocabulary concepts, for example.
- The other students in the group are invited to record this prize piece of information in their notebooks.
- This activity is multi-faceted. It provides a review and encourages students to keep up-to-date in their notebook.
- In addition, it can also alert the teacher as to student proficiency mid-point in the project, so he/she can adjust accordingly.

Vocabulary:

- Decision-making from Information, deciding what is needed Word Study.



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Grade 3 - Topic 5 - What Causes Conflicts Among People?

Stage 1 - Desired Results

Established Goals:

- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (GLE 3.2.1)
- Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (GLE 3.4.1;3.5.1)

Understandings:

- Misunderstandings can cause conflict; learning to listen carefully and remembering to take turns can prevent problems. (GLE 3.2.1)
- Everyone has a culture. It helps to shape how we see the world, ourselves, and others. (GLE 3.2.1)
- You need to understand your own culture in order to begin to understand someone else's culture. (GLE 3.2.1)
- We can also differ from one another in other ways—for example, our abilities and our personality. These all need to be taken into consideration when we look at another person's point of view. (GLE 3.2.1)

Essential Questions:

- Why kinds of conflicts can be caused when we don't listen carefully?
- How might we misunderstand someone different from us?
- What is culture?
- What are some external things one can observe that demonstrate culture?
- How does my culture shape me?
- Why is it important to understand culture?
- If they are from different cultures, why might people misunderstand each another?
- Why is careful listening important?

Students will know...

- Cultural background influences how decisions are made.

Students will be able to...

- Tell why beliefs and ideas vary from person to person. Sometimes we misunderstand someone because we don't know their ideas or point of view.
- Tell why people may behave as they do; this is because of the things they believe in and value.
- Tell why it helps to know about your own culture when you are trying to understand another culture.
- Tell why seeing something from someone else's point of view can help prevent conflict.
- Define terms and new words in their notebooks, on class assignments and from learning activities. The teacher models note taking, and each class member produces a set of notes.

Stage 2 - Assessment Evidence

Performance Tasks:

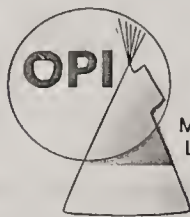
- Tell or write about a conflict they are aware of, and relate that conflict to one source, using one of the new vocabulary words.
- Demonstrate and record a personal accomplishment descriptive of one new vocabulary word or concept.
- Tell or write how conflicts can cause misunderstandings.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussion and keep it on track.
- E= Teachers guide the discussion activities carefully. Students may wish to contribute specific examples of conflicts; the teacher should move the discussion so that students know why misunderstandings occur.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students evaluate their own understanding of what a conflict is, and how conflicts occur.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in about one or two class periods (about 25-30 minutes each); this should keep student engagement and learning high.



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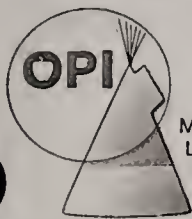
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Vocabulary:

- New: culture, point of view, misunderstanding, differences, conflict, tolerance, acceptance
- Review: decision making, interpretation

Other Activities to Learn: Toss-Up Concept/Vocabulary Review

- Needed: a soft ball, students standing in 2-3 lines (face-to-back of person in front of them), 2-3 student helpers.
- First person in line has the ball, student helpers have teacher prepared lists, each says a vocabulary word or concept to their team, person with ball defines or explains the term, then passes the ball back.
- First team to get ball to end of line wins.
- Can be repeated as often as teacher can tolerate!



Model Lesson Plan

Social Studies

Grade 3 - Topic 6 - Stereotypes

Stage 1 - Desired Results

Established Goals:

- Define “stereotype” and state several examples—in school, community life, and in the literature they read. (GLE 3.2.2) Note: By Grade 4 students will be expected to routinely give such examples, especially as these relate to MT Indians.
- Describe how cultures of people form the base upon which decisions are made. (GLE 3.4.1)
- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (Review of GLE 3.2.1)

Understandings:

- Students will understand that stereotypes are generalizations, assumptions, or ideas held by one group about another. (GLE 3.2.2)
- Students will understand that stereotypes are ideas, assumptions, and generalizations that people make about the characteristics of all members of a group. (GLE 3.2.2)
- Stereotypes often lead to misperceptions about a group or individual (cookie cutter misperception). (GLE 3.2.2)
- Everyone has a culture. It helps to shape how we see the world, ourselves, and others. (GLE 3.4.1)
- You need to understand your own culture in order to begin to understand someone else’s culture. (GLE 3.4.1)
- We can also differ from one another in other ways—for example, our abilities and our personality. These all need to be taken into consideration when we look at another person’s culture and point of view. (GLE 3.4.1)

Essential Questions:

- What does the word stereotype mean?
- How are culture and stereotype related?
- How does my culture influence my interpretation of a stereotype?
- Is our classroom an example of a stereotype? What are our common characteristics?
- Why is it important to understand culture, groups, and stereotypes?

Students will know...

- Negative impacts of stereotyping regarding American Indian people.

Students will be able to...

- Tell why we could have a misconception about someone’s culture or group; this misconception can cause us to stereotype that person and their culture.
- Tell why beliefs and ideas can vary from person to person. Sometimes we misunderstand someone because we don’t know their ideas and we know little about their culture.
- Tell why it helps to know about your own culture when you are attempting to understand another person’s culture.

Stage 2 - Assessment Evidence

Performance Tasks:

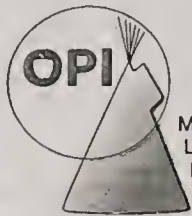
- Take an active part in all learning activities and the discussion of the Essential Questions.
- Define stereotype and give an example appropriate to the lesson.
- Know what to do to prevent stereotyping someone.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussion and keep it on track.
- E= Teachers guide the activities carefully (SEE BELOW).
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students write or tell their definitions of cookie cutter and stereotyping.



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- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in 2-3 class periods (about 25-30 minutes each); this should keep student engagement and learning high.

COOKIE CUTTER

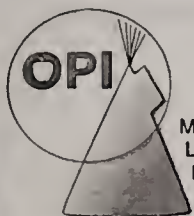
- Ask students why they think that “cookie cutter” is one of their vocabulary concepts in this lesson?
- What is your first thought when you hear the word cookie cutter? What are cookie cutters most often used for? When are they used? Have you used a cookie cutter? What happens when you use a cookie cutter? Why do you use a cookie cutter?
- Hopefully students will understand that a cookie cutter is used to make something alike over and over.
- NOW ask students what the words cookie cutter and grouping/stereotyping have in common? (This activity must follow the first activity on grouping and previous lessons/discussions on grouping.)
- Ask students if there are “cookie cutter” people? Can they think of people or groups of people that have like characteristics to the degree that they could be considered “cookie cutter” people—or those who seem to be cut from the same mold.
- Are all characteristics of “cookie cutter” people alike? Bring about the understanding that even though people are alike in many ways, they still have their own unique differences. People who are grouped by likeness, but still have their unique differences are often stereotyped by that which makes them alike.
- Once you are certain that students understand “stereotype”, close by reconnecting to cookies made with a cookie cutter. Even though they are cut from the same mold, no two cookies are exactly alike.
- Can they think of people who are stereotyped? (ie: teachers—what are the stereotype characteristics of teachers, Italian cooks, doctors, etc.)

“GROUPING BY EYE”

- Review the lesson goals and ideas with your students, asking them to tell what they learned in “Cookie Cutter”.
- This “Grouping By Eye” activity introduces new vocabulary/concepts; review your discipline plan and consequences with your students, and remind students that although they will be moving around, their movement needs to be purposeful and silent (no speaking).
- For this activity all students need to be standing initially in ONE LARGE GROUP.
- Students should be instructed not to talk or use any cue.
- ASK STUDENTS TO GROUP themselves BY A VISUAL SIMILARITY, simplify by telling them “by something you can see”. You may need to give one example—grouping by eye color, or grouping by color of shoes or clothing. Tell students they should mentally record the visual similarity by which they grouped themselves, keeping it in mind to write down when they are back at their seats.
- Observe how students move about to find where they fit. Give students a set time of about three minutes. There is no limit to the number of groups a student may join.
- After the three minute time period has lapsed, have students sit and write down the groups they joined (by the visual similarity they were using). Allow 2 minutes or so.
- The teacher should lead the following discussion with students.
- How and why did they group themselves in the way that they did? What visual similarities were used? What differences were there, even when many students grouped by the same visual similarities? How and why did this happen? Allow discussion to proceed until you know that students understand that we group ourselves by likenesses but within our groups we still have differences.
- Emphasize the review vocabulary and integrate new vocabulary as activity discussion progresses. Throughout the activity the teacher should be recording types of groups on roll paper or board—this aids students in closure of main ideas.

Vocabulary:

- New: stereotype, groups, generalization, assumption, cookie-cutter
- Review: culture, misunderstanding, differences, conflict.



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Grade 3 - Topic 7 - Montana Tribes and Leaders

Stage 1 - Desired Results

Established Goals:

- Identify at least 3-5 American Indian tribes who live close to your school or town. (GLE 3.2.3)
- Recognize local government, and one tribal government, and identify some leaders of each. (GLE 3.2.3)
- Identify major responsibilities of local and tribal governments. (GLE 3.2.4)

Understandings:

- Everyone has a culture. It helps to shape how we see the world, ourselves, and others. (GLE 3.2.1)
- Each reservation has a government which takes care of the business for the reservation. (GLE 3.2.3, 4)
- Our (town, county, city—use the one closest to your situation) has a government which takes care of the government business for citizens. (GLE 3.2.3, 4)
- All governments have leaders; it is important to know about these leaders. (GLE 3.2.3,4)

Essential Questions:

- What are governments?
- What are some things governments do?
- How do governments help us?
- Why are governments needed?
- How are respect, responsibility, and government connected?
- What types of citizenship are expected of each person?
- What characteristics do people need to be a leader?
- Why is it important to understand reservation governments? How are they like local government? How are they different?
- How does my culture shape me? How does it shape local government?

Students will know...

- Major responsibilities of local and tribal governments.

Students will be able to...

- Tell what they have learned about Montana's government.
- Tell about their local area (or town) government.
- Tell about one MT reservation government.
- Tell why governments are shaped by what people need.
- Tell how to be a good citizen.

Stage 2 - Assessment Evidence

Performance Tasks:

- Take an active part in the activity (below), making their own tree.
- Tell what they have learned about tribal government, and state or local government. This could be on an assessment, although each student should journal or write a paragraph about tribal government and local government (these could be their notes, or if used as a graded assignment, could be saved to be used as notes in the student's notebook.)

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussion and keep it on track.
- E= Teachers guide the activities carefully (SEE BELOW).
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students write or tell their definitions of governments, and relate what they have learned about things governments do for their people. This should include local or state government, and the things learned about one MT tribal government.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in 2 class periods (about 25-30 minutes each); this should keep student engagement and learning high.



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- **REALITY GRADE THREE**

- Use this activity to introduce new vocabulary concepts for this lesson and reinforce classroom and school rules, school leadership, school groups, respect, and responsibility.
- Begin the lesson with a hierarchy chart; (use an upside down conifer/pine tree to make the activity fun and provide a “hook” to students, start with roots proceeding through activity to trunk, branches and needles to create a healthy upside down tree (school): Principal and leadership team/teachers, school policies, groups within school communities, school wide activities (ie: leadership, students, support staff, parents, activity groups, day care, etc.)
- Note that respect and responsibility provide the nutrients that allow the tree to survive, grow, stay healthy, and so forth.
- Tie each level with vocabulary concepts of this lesson, government, leaders, responsibility, respect, government groups. This is also an opportunity to tie this concept to school—a healthy, safe place to live and learn.
- Closure: Each student demonstrates understanding by creating their own upside down tree, using construction paper, paint, or crayons. Label each part of their picture with vocabulary concept words from this lesson.

Vocabulary:

- government, leaders, responsibility, citizen, respect, governor, mayor (use the term for the local government leader), Tribal Council.

Teacher Resources:

- Integrate this lesson with the third grade social studies unit on government so students know that governments are alike and have functions that are alike in many ways.
- *OPI, Connecting Cultures & Classrooms K-12 Curriculum Guide* (see the Sandra Fox resource book in your library).
- Additional Teacher Resources:
 - a. *Montana Indians: Their History and Location*
 - b. *Indians 101*



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Grade 3 - Topic 8 - Montana Reservation Governments

Stage 1 - Desired Results

Established Goals:

- A reservation needs a government, just like towns and cities need governments. (GLE 3.2.4)
- Identify some major responsibilities of local and tribal governments. (GLE 3.2.4)

Understandings:

- Governments take care of business for citizens, and make rules for us all to live by.
- Each Montana reservation has a government which takes care of the business for the reservation. (GLE 3.2.3, 4)
- Our (town, county, city—use the one closest to your situation) has a government which takes care of the government business for citizens. (GLE 3.2.3, 4)

Essential Questions:

- What is a reservation?
- What are governments?
- How do governments help us?
- How is responsibility connected to government?
- Why is it important to understand reservations and their governments?
- How does my culture shape me? How does it shape the government?

Students will know...

- How government (tribal) meet the needs of citizens.

Students will be able to...

- Tell about Montana government and how it takes care of state business.
- Tell about local area (or town) government.
- Tell about reservation government.
- Tell why governments are shaped by what their people need.

Stage 2 - Assessment Evidence

Performance Tasks:

- Tell/write about Montana government, local government, and reservation government.
- Actively participate in "Kids with Questions" session.
- Complete synopsis of session recorded in notebook.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole-class activity.
- E= Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about government, based on their understandings. By the end of the discussion, students should be able to tell how state, local and tribal governments are alike. Some (but not all) may also be able to state some of the differences among the three types of government.
- E= Students state their own understanding of what the Montana government does for citizens, and what the tribal government does for tribal members.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in about four class periods (about 25-30 minutes each); this should keep student engagement and learning high.



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“KIDS WITH QUESTIONS?”

- 1. At this point in their study, students should be able to use their reservation maps to identify the closest tribal government, contact that tribal chairperson, or a local tribal member, and invite that person to the classroom for a discussion of Tribal Government, operations, policies, and responsibilities.
- 2. Students should also contact the Mayor/County Commissioner of their community and invite that person to the classroom to discuss city/county government. This special occasion can be done with multiple or individual classrooms.
- 3. Invite both individuals for the same class session if possible. This will provide the students an excellent opportunity to compare and contrast following the visit.
- 4. The essential component of this activity is student preparation! Make certain the essential questions are integrated into all parts of this activity.
- 5. Students should extensively discuss what they want to know using the inquiry process, prior to the government discussion.
- 6. Prior to the visit, questions and follow up questions should be recorded/written, and divided up among students, so each student has a question or follow up question.
- 7. Development of this inquiry will require not only the use of the inquiry process but also advance anticipation of answers guest speakers might give (teacher help definitely needed for this component).
- 8. Ask students if they have seen reporters question local leaders or the President of the United States on television. Try to configure this session so that the same setting is simulated.
- 9. Students, teachers, and guest speakers should have great fun working together to enhance understanding of both government functions. How are these governments alike, and how they are different.
- 10. Following the guest speaker forum, students should individually, or in small groups, write to both speakers, citing one piece of information that the speaker explained in a way that increased student understanding. They should also thank the speaker for coming to their class.
- 11. A synopsis of this enjoyable event should be recorded in student notebooks (follow-up activity). This can be completed individually, or in small groups.
- 12. Expansion of activity: If time have students make refreshments, if familiar with guest speakers have a few “stump the speaker” questions!

Vocabulary:

- reservation, government, leaders, citizens
- responsibility

Teacher Resources:

- Continue to tie to social studies grade three government/community information with this lesson.
- List of contact information of local community, county, and tribal leaders.
- OPI Indian Education Website www.opi.mt.gov/indianed



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Grade 3 - Topic 9 - The Seven Indian Reservations of Montana

Stage 1 - Desired Results

Established Goals:

- Students will know and locate the seven Indian reservations of Montana. (GLE 3.3.1)
- Each Montana reservation has a tribal capital. (GLE3.2.3)
- ~~Students will use appropriate geographic resources to gather basic information about each Montana Indian Reservation. (GLE 3.3.3)~~
- Students will know some differences among tribes—i.e., location, land form, languages, cultures, and government (GLE 6:3.2)

Understandings:

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (GLE 3:3.1)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Chippewa. (GLE 3.3.2; GLE 6:3.2)
- The Little Shell Chippewa do not have a reservation.
- Each reservation has a government at the tribal capital which takes care of the business for the reservation. (GLE 3.2.3)

Essential Questions:

- What are reservations? How many are there in Montana? What are their names? Where are they located?
- What are Indian tribes? What tribes are located in Montana?
- How do tribal governments help the people who live on them?
- Why is it important to understand reservations and their governments?
- How does my culture shape me? How could it shape tribal government?

Students will know...

- Locations and functions of the 7 reservation tribal governments including Little Shell.

Students will be able to...

- Locate and name the seven reservations of Montana, and their capitals.
- Tell why reservations have governments, and what the governments do for their people.
- Define new vocabulary words and use them in discussions.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student produces a map which shows the seven Indian reservations and their capitals. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations and capitals accurately represented.
- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments. (See rubric)

Other Evidence:



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Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole-class activity.
- E= Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about reservations and their governments, based on their understandings. By the end of the discussion, students should be able to locate and identify all of the Montana Indian reservations.
- E= Students locate and identify the 7 reservations and the tribal capitals.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in about four-five class periods (about 25-30 minutes each); this should keep student engagement and learning high.

"KIDS WITH QUESTIONS?"

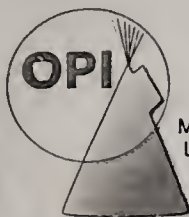
1. At this point in their study, students should be able to use their reservation maps to identify the closest tribal government, contact that tribal chairperson, or a local tribal member, and invite that person to the classroom for a discussion of Tribal Government, operations, policies, and responsibilities.
2. Students should also contact the Mayor/County Commissioner of their community and invite that person to the classroom to discuss city/county government. This special occasion can be done with multiple or individual classrooms.
3. Invite both individuals for the same class session if possible. This will provide the students an excellent opportunity to compare and contrast following the visit.
4. The essential component of this activity is student preparation! Make certain the essential questions are integrated into all parts of the activity.
5. Students should extensively discuss what they want to know using the inquiry process, prior to the government discussion.
6. Prior to the visit, questions and follow up questions should be recorded/written, and divided up among students, so each student has a question or follow up question.
7. Development of this inquiry will require not only the use of the inquiry process but also advance anticipation of answers guest speakers might give (teacher help definitely needed for this component).
8. Ask students if they have seen reporters question local leaders or the President of the United States on television. Try to configure this session so that the same setting is simulated.
9. Students, teachers, and guest speakers should have great fun working together to enhance understanding of both government functions. How are these governments alike, and how they are different.
10. Following the guest speaker forum, students should individually, or in small groups, write to both speakers, citing one piece of information that the speaker explained in a way that increased student understanding. They should also thank the speaker for coming to their class.
11. A synopsis of this enjoyable event should be recorded in student notebooks (follow-up activity). This can be completed individually, or in small groups.
12. Expansion of activity: If time have students make refreshments, if familiar with guest speakers have a few "stump the speaker" questions!

Vocabulary:

- reservation, government, tribal capital, leaders.
- Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa, Fort Peck, Flathead.

Teacher Resources:

- 1. Montana wall map, suitable for instruction.
- 2. Montana road maps (or another map which shows the reservations, and can easily be seen by a student as he/she makes own map).
- 3. Blank Montana student maps, suitable for third graders.



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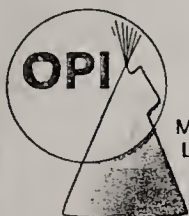
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- Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).
- Indicators of Quality—make an overhead, or supply one to each student.
- The Map Indicators of Quality can be modified to meet classroom needs. An even better rubric would be one designed by the teacher and his/her students. The Map Rubric is available in electronic format at the OPI site.
- Continue to integrate Social Studies Grade Three government and community information with this lesson.
- Materials on the Seven Reservations, some tribes; use information on tribes found in the OPI publication, Montana Indians: Their History and Location.

Teacher Notes

- This lesson incorporates major building blocks of knowledge. Students will locate and name the seven Indian reservations in Montana, and they will also continue their introduction to the 12 tribes and their locations in Montana. All grade 3 students should be briefly introduced to the names of all 12 tribes, although they are not held accountable to name all the tribes at this grade level. Advance notice: students should be able to name all of these by the end of grade 4. Grade 4 spends time on each tribe.



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Grade 3 - Topic 10 - Montana Indians Differ in Language and Culture

Stage 1 - Desired Results

Established Goals:

- Students will know that there are differences among tribes—i.e., languages, cultures, and government (GLE 6:3.1,2)
- REVIEW as needed: Students will know and locate the seven Indian reservations of Montana. (GLE 3.1)
- Students will know about the importance of tribal communication then and now, tribal language development and similarities, endangered tribal languages. (GLE 3.5.1;3.6.1.2)

Understandings:

- Each tribe has its own language; language is an important part of a tribe's culture. (GLE 3.3.2)
- Each tribe has a unique culture, separate from other tribes' cultures. (GLE 3.3.2)
- Some MT reservations have more than one tribe on them; these tribes must work together to preserve the unique tribal cultures (e.g., Fort Belknap and Fort Peck Reservations and governments).

Essential Questions:

- What is language?
- Why is it important to know that each tribe has its' own language?
- How can you tell the difference between different tribes' languages?
- How was it that each tribe developed its' own language as opposed to all tribes having the same language?
- Are there tribal languages that are in danger of extinction?
- How could language extinction be prevented?
- What is the government like on a reservation shared by more than one tribe?

Students will know...

Students will be able to...

- Explain that members of tribes speak English, but they also have a tribal language.
- Explain what "extinct" means; they will explain why many tribal languages are in danger of becoming extinct.
- Explain that each Montana tribe has its own language and culture; on shared reservations both tribes must work to save both languages.
- Talk about the characteristics (unique languages, cultural elements, for example) of identified tribes, using their notes and work sheets they have produced as they compare information about tribes.
- Explain that there are seven Indian reservations in Montana, and 12 tribes live on these reservations; however, some tribal members do not live on reservations.
- Write definitions for language, extinction and language extinction. They will take down important information in their notebooks and on class assignments as they explore essential questions and process through suggested activities.
- Share information about Montana tribal languages, cultures, community, and trade with others in classroom discussions.

Stage 2 - Assessment Evidence

Performance Tasks:

Each student produces a map which shows the seven Indian reservations and their capitals. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations and capitals accurately represented.

Other Evidence:



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- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments. (See rubric)

Stage 3 - Learning Plan

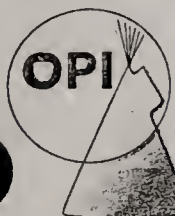
Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole-class activity.
- E= Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions. Students are working on their broad understanding of "extinct languages" and languages that are in danger of becoming extinct.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about the usefulness of language, based on their understandings. By the end of the discussion, students should be able to tell about the importance of languages, and why language extinction is occurring.
- E= Students participate in instructional activities which have been designed to show the importance of language.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete these activities in about 2 class periods; this should keep student engagement and learning high.

"SHOP UNTIL YOU DROP"

- Divide students into small groups.
- Tell them that they all speak a different language and must secure items from the other groups that they need to survive.
- This can be simulated using items needed for returning to school, items needed to make cookies, a new pair of shoes, etc.
- Each group of students is provided with necessary items to trade, but none speak the same language.
- Ask students in individual groups to record how they are going to attempt to get chocolate chips for cookies or pencils from the group that has the chocolate chips or pencils (or whatever simulation you choose) when they are unable to speak their language.
- Some answers that you might expect may be to use signals or signs; just take what they need (which happened historically with the obvious disagreement taking place), depending on the groups, this might make the activity more interesting. Maybe all students don't need what a group has to offer, and the group wants to keep what they have to trade with another group to obtain an alternative good.
- After students decide what they need from the other groups, they predict or plan how to obtain these goods.
- Remind students that classroom policies or rules remain in place unless you are comfortable with chaos. The chaos might make the simulation more accurate however!
- After an appropriate time has passed or the activity has reached an ending point it is extremely important to process what happened during the activity. Ask the students: How did this work for your group? What happened? What means of communication did you use? Did it work? How do you think this happened in the past when American Indian groups visited historic trading gathering places?
- All responses should be recorded as a group. Students then should be asked to write their personal response to the question: What would be the best way for me to communicate with someone whose language I did not understand?

This second activity may take a shorter amount of time and be easier.



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"NEED BEADS?"

- For this activity materials needed are: four colors of beads with enough for each member of the class to have one bead of each color (plastic pony beads are available at any craft section at the many varied "all in one" shopping centers), leather lace cut into lengths that, if tied, would fit the wrist of the students.
- Each student gets a length of lace and 4 beads of the same color.
- The activity directions are: Students cannot speak during this activity but must by the end of 3 minutes have a bead of every color to put on their bracelet. All speaking must stop, allow students to mingle to exchange beads, when they all have a bead of each color, the student should thread their beads on the leather lace and tie. This will signal that the student has completed the activity.
- This activity can be made more difficult by giving uneven number of colored beads to students so it is more difficult for students to obtain the colors they need.
- Follow this activity with a discussion of what happened, how students communicated, how they would communicate if they did not share the same language, for example.

Resources and Notes:

Vocabulary

- New: Language, language extinction, communication, language development
- Review: reservation, Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa, Fort Peck, Flathead, tribe, culture
- Teacher Resource: Read "*Endangered Native American Languages: What is to Be Done and Why?*" by James Crawford <http://our-world.compuserve.com/homerpapers/JWCRAWFORD/brj.htm>



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Model Lesson Plan

Social Studies

Grade 3 - Topic 11- Montana Indians: Past Traditions and History

Stage 1 - Desired Results

Established Goals:

- Students will know that there are diverse origin stories from Montana Indian tribes. (GLE 3.3.2; 3;4;2)
- Students will know that some beliefs continue today, as tribal cultures, traditions and languages remain as traditional beliefs/ideas. (GLE 3.4.2; 3.6.1)

Understandings:

- Each tribe has a unique culture and history, separate from other tribes' cultures. (GLE 3.3.2; 3.4.2)
- Each tribe's oral history and traditions includes ways in which the tribe came to be—its origin. (GLE 3.4.2)

Essential Questions:

- What is history?
- What is "oral history"?
- Why is knowledge of your own history essential?
- What would your great grandmother/great grandfather be doing at this time on this day long ago?

*Students will know...**Students will be able to...*

- State that each tribe has its own language and culture.
- Tell about one tribe's (selected locally) oral history traditions (one story).
- Tell what tribal life was probably like in that tribe long ago.
- Share information about tribal traditions and culture with others in classroom discussions.

Stage 2 - Assessment Evidence

Performance Tasks:

- Listen carefully to the oral history/origin story about one MT tribe.
- Retell an oral history about one tribe.
- Tell what tribal life might have been like for that tribe long ago.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole-class activity.
- E= Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions. Students are working on their broad understanding of history and how tribes keep their oral histories.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about tribal histories; they should know that tribal histories are kept as "oral histories"—passed down from generation to generation.
- E= Students listen carefully to an oral history, and can retell the oral history.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete these activities in about 2 class periods; this should keep student engagement and learning high.

Resources:

Teacher Notes

- Select a MT tribe and select an oral history tradition, or ask the librarian in your school to help obtain that material.
- Integrate this lesson with the third grade social studies unit on the development of communities so students know that all groups of people who form a community today or long ago are alike and have functions that are alike in many ways.
 - a. Reservation maps

Vocabulary:

- New: tradition, oral history, native language

Indian Education for All

Model Lesson Plans Social Studies Grade 4

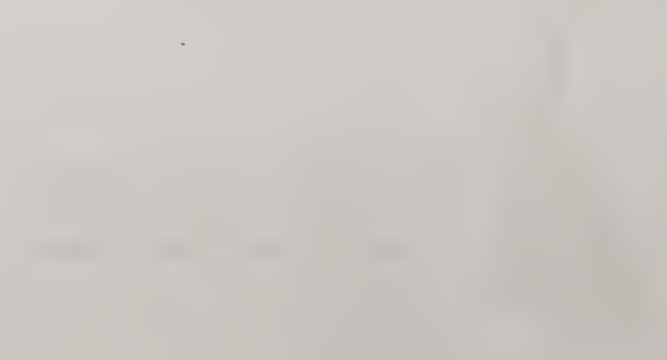
Developed
by
Montana Educators

Winter 2006



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INDIAN EDUCATION FOR ALL
GRADE FOUR MODEL LESSONS
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Model Lessons are aligned with the Seven Essential
Understandings Regarding Montana Indians and
the Montana Social Studies Standards

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- Topic 2 Strategic Skill: Evaluating Information Quality
- Topic 3 Making Decisions Based On Best Information
- Topic 4 Factors Causing Conflict Among Groups
- Topic 5 Identifying Stereotypes and Countering Them
- Topic 6 The 12 Tribes in Montana, and the 7 Reservations
- Topic 7 Governmental Responsibilities: Community, Tribal,
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- Topic 8 MT Indians Living Off of Reservations
- Topic 9 Using Maps and Geographic Resources To Gather
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- Topic 10 Differences Among MT Tribes: Cultures, Traditions,
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- Topic 11 MT Indians: Past Traditions and History
- Topic 12 Famous Elders, Historic Figures, Contemporary
Leaders

Glossary of Terms For Educators

THE UNIVERSITY OF CHICAGO

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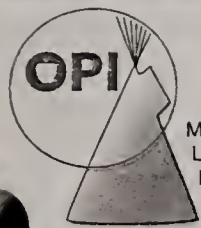
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Model Lesson Plan

Social Studies

Grade 4 - Topic 1 - Steps to an Inquiry Process

Stage 1 - Desired Results

Established Goals:

- Students will identify and practice the steps an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product). (GLE 4.1.1; LM 1:4.4)

Understandings:

- Learn new information about Montana Indian tribes and reservations.
- Understand the steps are similar to scientific inquiry and library inquiry.
- Practice the steps:
 - Identify a question or a problem, and write it. Select from: Who, What, Where, How, and Why?
 - Locate resources and materials that can be used to answer our question or problem.
 - Gather (write down) the information that can be used to answer the question or problem.
 - Create a new product, such as expository or narrative essay or oral presentation from the information gathered.

Essential Questions:

- What questions would be good to ask? What do we want to know?
- Where can we find the information we need? How do we determine what library sources to use? What other resources could we use?
- Where could we find information about Montana Indian Reservations and MT Indian Tribes?

Students will know...

- Steps of the inquiry process
- Definitions of tribe, culture and reservation

Students will be able to...

- Use the steps of the inquiry process as they research information for their assignments.
- Define tribe, culture, reservation in their notebooks and on class assignments. Take notes about the tribes they research.
- Correctly label the 7 MT Indian reservations on a map, as an assignment.
- Talk about the characteristics researched of all 12 Montana tribes, after students have presented projects.
- Keep a notebook or log of the new words they have learned, and review this information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student uses the Inquiry Process steps to get information, to synthesize that information as they perform library research, and to do a classroom project.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Teacher will model general and specific questions. For example: What are the tribes of Montana? What is the location of the Blackfeet Reservation? Who are two Salish tribal leaders—past and present? Other questions may relate to size, population, location, date established, landscape, climate, economy of reservations, tribal nations located on each reservation, cultural activities, etc.
- Each student will do the following: select one of the 12 tribes, select a specific aspect discussed in the teacher modeling activity, and write a question he/she could research.
- Students will locate and record information from the Montana Indians publication and from the specific tribal website, as well as other resources they might find.
- Students will create a new product, such as expository or narrative essay, or powerpoint, for an oral presentation from the information they gather.
- After presentations, students will talk about the specific tribal characteristics researched.

** Teachers should also use the opi.mt.gov/IndianEd website for additional resources. ****

Resources

Dance/Celebration:

Ancona, George: Powwow. King, Sandra. Shannon: *An Ojibway Dancer*.

Marra, Ben. Powwow: *Images Along the Red Road*.



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Montana Office of Public Education. Powwows. Guide to Understanding and Enjoying Powwows opi.mt.gov/IndianEd

Reservation:

Hubbard, Jim. Shooting Back From the Reservation.

Videos:

The Native Americans Series. 1994 Atlanta, GA TBS Productions. "Plains Indians Part I, Part II"

Posters:

Indigenous Heroes

Teaching Respect for Native Peoples - Available from www.oyate.org

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/index.php>

Fort Belknap News (406-353-2005) fortbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>

Char-Koosta News : (ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032

888-327-1013 <http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5
IndianCountryNews.com

Websites:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as find Attractions, Events, Places to Stay, and Additional Visitor Information.



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Social Studies

Grade 4 - Topic 2 - Strategic Skill: Evaluating Information Quality Using Electronic Sources

Stage 1 - Desired Results

Established Goals:

- Evaluate information quality (e.g., accuracy, relevance, fact, fiction). (GLE 4.1.2)
- Students will identify and practice steps in an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product). (GLE4.1.1; LM 1:4.4) [LM=Library Media]
- Students will discriminate between relevant and irrelevant information. (GLE 4.1.2)

Understandings:

- Students understand ways to determine the accuracy of information (finding errors by reading and comparing, finding inconsistencies or variations in facts).
- Students understand information relevance; that is, how does the information found relate to the information needed.
- Students understand the differences between fiction and fact.

Essential Questions:

- How can we determine whether the facts we find are accurate?
- How does the information we find relate to the information we need? How important is it?
- How can we determine the difference between fiction and facts?
- How can we determine whether the information we find is relevant?

Students will know...

- There is a great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
- To take advantage of the resources that technology offers and to become prepared for the demands that will face them in the future, students need to learn how to use an array of technologies, from computers and computer networks to electronic mail, interactive video, and CD-ROMs.

Students will be able to...

- Read information to verify facts for accuracy. They can detect errors, inconsistencies, and list only the accurate facts found about a particular event or person.
- Determine the relevance of information they find, evaluating it to determine whether it should be included.
- Use a variety of technological and information resources (e.g., databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student will complete Examining Electronic Sources (see worksheet, attached).
- Peer review of their completed Electronic Sources Evaluation Form can provide helpful feedback for the students. Teacher observation could best assess how well the students evaluated electronic sources.

Other Evidence:



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Stage 3 - Learning Plan

Learning Activities:

Materials

- Access to the Internet
- Electronic Sources Evaluation Form

Background

Students should be familiar with electronic sources before they can critically examine them.

Selecting Electronic Sources

- Tell the students that they are going to be evaluating information in electronic sources, to use in their future research on Montana reservations.
- Using Web sites that follow your school's acceptable-use policy, have each student choose one source they think they would like to evaluate.
- While the students are searching, shadow them to see if they are using any method to choose their sources. Observe to see if students are taking notes or just randomly clicking.
- After about ten minutes, have the students discuss what criteria they have used in selecting a source or in discounting a source.
- Demonstrate the process by modeling the use of the template with a pre-selected site. This step will help the students be more prepared to evaluate electronic sources by themselves (this also contributes to Workplace Competencies).
- Have students with a partner fill out the Examining Electronic Sources.
- This exercise will help students to ask themselves questions about electronic sources, which will enable them to make informed decisions about sites that will be good information sources on research report topics.

Extension

- a. Have the students practice searching for information on the Web on any of the 12 Montana tribes.

Teacher Resources:

Vocabulary

Montana Reservations: Blackfeet, Crow, Flathead, Fort Belknap, Fort Peck, Northern Cheyenne, Rocky Boy

New: Website, accurate, critical, fact, fiction, opinion

Web Resources

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) You can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each as well as Attractions, Events, Places to Stay, and Additional Visitor Information

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Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

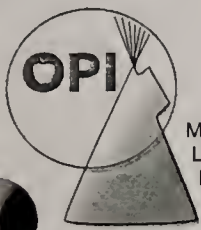
Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre

<http://www.fortbelknapnations-nsn.gov/index.php> Fort Belknap News

(406-353-2005) fortbelknapnews@netscape.net



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Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>

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<http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843

(715) 634-5226 IndianCountryNews.com

Name _____

Identifying Electronic Sources

PEOPLE

Who is the author of the page?

Is the author an expert on this topic?

PURPOSE

Is the purpose of the site listed?

Does the site follow the stated purpose?

PUBLICATION

Where does the information come from?

When was the site created?

When was the site last updated?

PLAN

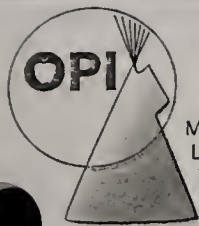
Is this information useful for my purpose?

Is this information accurate?

Why should I use this information?

Did I detect errors or inconsistencies in this information?

How did I determine the relevance of this information?



Model Lesson Plan

Social Studies

Grade 4 - Topic 3 - Making Decisions Based on Best Information

Stage 1 - Desired Results

Established Goals:

- Use information to support statements and practice basic group decision making strategies, in real world contexts (e.g., class elections, playground and classroom rules, running class projects, being a member of a group research project). (GLE 4.1.3)
- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (GLE 4.2.1)

Understandings:

- Use accurate information to support statements when helping the group make a group decision.
- Practice the steps of good decision making in classroom contexts involving rules enforcement, playground issues, listening skills, taking turns, resolving misunderstandings, understanding the other person's point of view.

Essential Questions:

- What is meant by "best information"?
- How is "best information" used to help make a decision?
- What is accurate information?
- What is a group decision?
- What steps are needed to make a group decision?
- How does effective communication help make a group decision?

Students will know...

- Factors that cause conflict.
- Factors that contribute to cooperation among groups.

Students will be able to...

- Demonstrate their knowledge of decision-making: that good decisions need to be based on good information, there are a number of different methods available to assist in the decision making, the way external factors can affect decisions (what background a student brings).
- Work effectively within a group.
- Discuss within a group.
- Communicate effectively with others.
- Demonstrate their understanding of the need for making informed decisions.
- Demonstrate their understanding of how different factors can affect the decisions we make.

Stage 2 - Assessment Evidence

Performance Tasks:

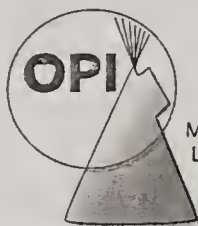
- Groups will write a group decision, based on information from a story. After the story is finished groups will evaluate their decision.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Pre-lesson preparation: Arrange tables and chairs in the classroom so that students can sit in separate teams of three or four.
 - *Have groups discuss essential questions. Work on one question at a time and then do some whole group sharing.
 - Ask students to think about all the different decision they have made during the day prior to the lesson. They may need some prompting to realize that making simple choices like what to have for breakfast, how to do their hair, or what to wear involve making decisions. In one minute have them write down as many of these decisions as they can.
 - Ask class to share a few of these decisions, and ask them how they came to these decisions. It may be difficult for them to explain why, but may say that they just felt like it.
 - Ask if this is a good way to make big decisions. For example a decision where someone's life was at stake. Brainstorm ideas students have for tackling making important decisions. Come up with a final list of ideas to help make good decisions (for example: make a list of pros and cons, using all information given/known).
 - Read any of the three book noted, to the following page only:
 - 1) *Tallchief Americans's Prima Ballerina* ---page 9
- Maria and her people have to make an important decision—do they follow the law and give up traditional dancing and other native ceremonies or do they follow the way of their ancestors? Ask groups to use the list of ideas to help make a good decision and write up what decision they think Maria and her people made. Remind them to use information in the story to help them make their decision, and be ready to support their decision.
- Groups share their decision.
 - Discuss similarities and difference of groups.
 - Finish reading the story.



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- Have groups evaluate their decisions.
- 2) *A Boy Called Slow* --page 18 Do Not Read--“Mitakola,” he said, “my friend, we are ready to help protect the people.”
- Slow has an important decision to make: have groups come up with the decision he has to make and what they think he will decide based on best information from the story.
 - Groups share their decision.
 - Discuss similarities and difference of groups.
 - Finish reading the story.
 - Have groups evaluate their decisions.
- 3) *The Story of a Mean Little Old Lady* --page 52
- Mary Bent Nose has an important decision to make: have groups come up with the decision she has to make and what they think she will decide based on best information from the story.
- Groups share their decision.
 - Discuss similarities and difference of groups.
 - Finish reading the story.
 - Have groups evaluate their decisions.

Teacher's Resources

Arlee, Johnny. *The Story of a Mean Little Old Lady*. Salish Kootenai College Press, 2003. 60 pp.

Bruchac, Joseph. *A Boy Called Slow*. Philomel Books, New York, 1994. ISBN 0399226923

Tallchief, Maria. *Tallchief American's Prima Ballerina*. Viking, 1999. ISBN 0670887560

****Go to www.oyate.org to review all resources****

Vocabulary:

NEW: Conflict, Misunderstandings

REVIEW: Listening Skills, Taking Turns



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Model Lesson Plan

Social Studies

Grade 4 - Topic 4 - Explaining Factors Causing Conflict and Cooperation Among Groups

Stage 1 - Desired Results

Established Goals:

- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (GLE 4.2.3)
- Explain conditions, action and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). (GLE 4.2.1)

Understandings:

- Students will know how conflict can be negative and positive.
- Students will know that many factors contribute to conflict.
- Students will know there are many and varied ways to resolve conflict.
- Students will know how to resolve a type of conflict.

Essential Questions:

- What is conflict?
- How does conflict influence cooperation in a group?

Students will know...

Students will be able to...

- Keep a reading response journal and review this information at intervals decided by the teacher.
- Make personal connections to conflict.
- Discuss specific conflicts
- Identify the variables that contributed to the conflicts.
- Write a comparison/contrast essay in reference to conflict.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students will keep a reading response journal that will reflect their responses to character's reactions to conflict.
- Students will keep a Conflict Chart that will display their understanding of conflict.
- Students will use journal to discuss conflict in small groups or whole group.
- Students will write a comparison/contrast essay, comparing a conflict they have had, to one that a character has, in a story they have read.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

Discuss Essential Questions

20 minute session:

Begin with a classic game of "Musical Chairs":

- Place chairs in a circle with one fewer chair than there are students.
- Play music and have the children walk around the chairs.
- Tell students that when the music stops, they should quickly find a seat.

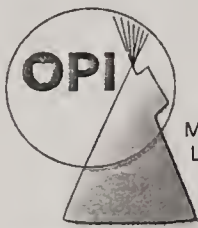
Once they have done this and one person has nowhere to sit. Did this situation cause a CONFLICT? How did the person left out feel? Challenge the group to find a way for everyone to have a seat. Children can sit on each other's laps, stand on the rungs connecting chair legs, or squeeze next to someone else on the same seat.

Continue with a few successive rounds in which an additional chair is removed each time. Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creative way to solve conflict.

Each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to solve conflict.

20 minute session:

- Write "conflict" on the board and ask the class for a definition. (If they need help with a definition, explain that a conflict is a disagreement between two or more people, and give a few examples.)



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2. Ask the class: What do you think of when you hear the word "conflict"?
3. Have the class brainstorm all the associations they have with the word "conflict".
4. List their ideas on the board or create a web chart.
5. Conduct a class discussion using the following questions:
 1. Which words are negative? Which are positive? Which are neutral?
 2. Why do you think there are more negative words about conflict than positive or neutral ones?
 3. Describe a conflict you've had. Would you say it was positive or negative?
 4. Can anyone describe a conflict that ended in a positive way (where everyone involved felt good at the end or things changed for the better as a result)?

20 minute sessions:

Explain that when there is a conflict, there is a problem.

When trying to resolve conflicts, it helps to have a way to think about the problem and to attempt to solve it.

Place the following steps on the board:

Define the problem.

Brainstorm solutions.

Choose a solution and act on it.

Go over each step with the class.

Point out that before the problem solving begins, the people in the conflict have to agree to work it out. In order for problem solving to work, they have to agree to really try to work it out, and to not yell or call names. They want to DE-escalate the conflict, not escalate it.

Emphasize that in step two they want to come up with as many possible solutions as they can.

In step three they want to choose a solution(s) that is win-win.

Encourage students to define problems in a way that does not affix blame.

20 minute sessions:

In preparation for these sessions,

- 1) students should have experience with personal reading response journals.
- 2) teacher should choose one of the books from book resource box. Book will be read as a class read-aloud by the teacher.
- 3) teacher should staple one copy of Conflict Chart into a Reading Response Journal for each student.
 1. Write the following prompt on the board, "Have you ever had a problem or conflict with another person? Write about a problem or conflict, and include an example."
 2. Explain that the problem or conflict does not have to involve physical confrontations.
 3. Provide an example for students, such as disagreement with a friend, to ensure that students understand the question.
 4. Allow students five to ten minutes to respond in their reading response or writing journals.
 5. Once students have written their responses, ask them to share their responses with the class or in small groups.
 6. Explain that like the problems they have had in their own lives, characters in the stories we read also experience conflicts and challenges

20 minute session:

1. Discuss TYPES OF CONFLICT Make overheads of the attached resources to aid instruction.
2. Discuss Conflict Chart
3. Pass out Reading Response Journals
4. Introduce new book.

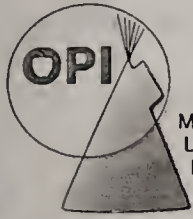
Daily 20 minute sessions:

1. Read for 15 minutes
2. 5 min. Model a Reading Response Journal entry
3. Model entries for a few days after read-aloud
4. After reading have students make entry in their Reading Response Journal — with an emphasis on conflict.
5. As example of conflict appear in book, model recording conflict on Conflict Chart.
6. As determined by teacher students will use journals to discuss conflict in small groups or whole group.
7. After read-aloud is complete have students write a comparison/contrast essay, comparing a conflict they have had to one that the main character has in a read-aloud.

Vocabulary:

conflict, misunderstandings

Review: listening skills, taking turns



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Teacher's Resources

Book Resources:

Eagle Song by Joseph Bruchac
Who Will Tell My Brother? By Marlene Carwell
Slash by Jeannette Armstrong
A Really Good Brown Girl by Marilyn Dumont
Flint's Rock by Hap Gilliland

Types of Conflict

Character vs. Character Conflict

This type of conflict finds the main character in conflict with another character, human or not human.

Example:

"The new one is the most beautiful of all; he is so young and pretty." And the old swans bowed their heads before him. Then he felt quite ashamed, and hid his head under his wing; for he did not know what to do, he was so happy, and yet not at all proud. He had been persecuted and despised for his ugliness, and now he heard them say he was the most beautiful of all the birds.
The Ugly Duckling by Hans Christian Anderson

Character vs. Nature Conflict

This type of conflict finds the main character in conflict with the forces of nature, which serve as the antagonist.

Example:

Plant a Truffula Seed.
It's the last one of all!
You're in charge of the last of the Truffula Seeds.
And Truffula Trees are what everyone needs.
Plant a new Truffula. Treat it with care.
Give it clean water. And feed it fresh air.
Grow a forest. Protect it from axes that hack.
Then the Lorax
and all of his friends
may come back.
The Lorax by Dr. Seuss

Character vs. Society Conflict

This type of conflict has the main character in conflict with a larger group: a community, society, culture, etc.

Example:

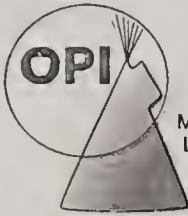
"I'm tired of living in a hole," said Jenny.
"Let's fight for freedom!" cried Bouncer. "We'll be soldiers! Rough-riding Rowdies! I'll be the general and commander-in-chief!"
The Island of Skog by Steven Kellogg

Character vs. Self Conflict

In this type of conflict, the main character experiences some kind of inner conflict.

Example:

Finally, Sam's father said, "Go to bed now. But before you go to sleep, Sam, tell yourself the difference between REAL and MOONSHINE."
Bangs & Moonshine by Evaline Ness

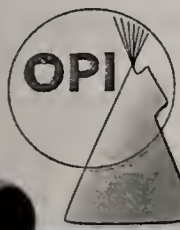


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CONFLICT CHART

Character vs. Character Conflict	Character vs. Nature Conflict	Character vs. Society Conflict	Character vs. Self Conflict



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Grade 4 - Topic 5 - Identifying Stereotypes and Countering Them

Stage 1 - Desired Results

Established Goals:

- Recognize and cite examples of stereotypes in school, community life, and literature. (GLE 4.2.2)
- Recognize the presence and the effects of bias and stereotypes. (GLE 4.2.2)
- Cite examples of cross-cultural understanding. (GLE 4.2.4)

Understandings:

- Every person is an individual. Grouping people based on a perceived characteristic is stereotyping.
- Our own views influence our understanding of others.
- We should respect the diversity of all cultures.

Essential Questions:

- What is stereotyping?
- What is a bias?
- How can a bias for stereotype be identified?
- Is it possible to be unbiased?
- Can a stereotype be positive?
- How do stereotypes affect cross-cultural understanding?

Students will know...

- Ways that our own views influence our understanding of others.

Students will be able to...

- Use online resources to create portraits of present-day Montana American Indians.
- Students learn to evaluate Web site content and recognize online stereotypes.

Stage 2 - Assessment Evidence

Performance Tasks:

- Teachers evaluate students on the accuracy of the information in their reports.
- Each student evaluates information quality—accuracy, usefulness, fact/fiction.

Other Evidence:

Stage 3 - Learning Plan

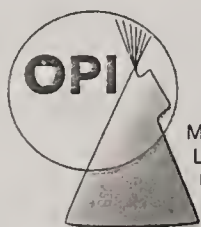
Learning Activities:**Materials Needed**

1. Computers with Internet access
2. Techniques for Evaluating American Indian Web Sites
3. Web sites about Native Americans (Web Resources)

Activities:

1. Discuss Essential Questions with students. Take time to talk about new vocabulary words: Stereotypes, Bias.
2. Teachers and students read *Techniques for Evaluating American Indian Web Sites*. As an alternative, the teacher may wish to tell/read the techniques.
3. Discuss the techniques with students (students could, for example, work with a partner and report out on one technique).
4. Brainstorm with students a list of Montana tribes (review).
5. Explain to students that they will create a written portrait of the life of a present-day member of their selected tribe. Have students use the Web sites provided above and additional sites to locate information about the tribes and create their portraits.
6. Remind students to use the *Techniques for Evaluating American Indian Web Sites* to verify the reliability of the sites they use and to avoid stereotypes/bias in their reports.
7. Ask students to present their reports to the class. Discuss how the Indians depicted in the portraits differ from the images of Native Americans that students had before writing their reports.

This grade 4 topic on examples of stereotypes is pivotal. As fifth graders, students will begin to identify stereotypes of Indian people based on perceived group characteristics, and they will be able to identify the misconceptions. Grade 6 students will explore positive and negative stereotypes and the limitations of such stereotypes. They will learn how these negatively impact individual identity. At each grade level, the new lesson depends on previous learnings.



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Teacher's Resources

TEACHER RESOURCES:

Caldwell-Wood, N., and L. Mitten. 1992. "I Is Not for Indian: The Portrayal of Native Americans in Books for Young People." *Multicultural Review*, 1.2 (April): 26-33.

Hirschfelder, A. 1982. *American Indian stereotypes in the World of Children: A Reader and Bibliography*. Metuchen, NJ: Scarecrow Press.

McCluskey, Murton L. 1993. *Evaluating American Indian Textbooks and Other Materials for the Classroom*. Helena: Montana Office of Public Instruction.

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.
406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>
The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>
Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/index.php>
Fort Belknap News (406-353-2005) fortbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>
Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>)

Little Shell Tribe
<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyyenne.net/tribalgovmt.htm>
Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>
Char-Koosta News : (ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032
888-327-1013 <http://www.indiancountry.com>

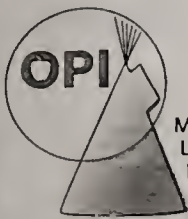
News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5226 IndianCountryNews.com

Student Resources

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.

Slapin, Beverly, and Doris Seale (Santee/Cree). 1992. "How to Tell the Difference." OYATE



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Techniques for Evaluating American Indian Web Sites

The World Wide Web as part of the Internet reflects United States culture. One can find almost anything on the Web that one can find offline in the “real” world.

American Indian peoples live in the real world, and Web sites by and about Indian peoples live on the Web. Just as Indians are sometimes treated fairly in the real world, the Web contains sites that show Indians in respectful ways with accurate information, quality products to sell, and as whole human beings with real lives. Just as Indian peoples are sometimes treated wrongly in the real world, the Web also contains sites that use inaccurate and damaging “information”, and portray Native peoples as either less or more than human, or as products to be exploited and sold in some fashion.

The purpose of this guide is to provide some guidelines useful for evaluating and identifying Web sites that contain accurate non-bias information and that are not exploitative of American Indians. Note that these guidelines are not all inclusive nor are they foolproof. Web site evaluation must also include the knowledge that one already has about Native peoples and brings to the Web. If you don’t know if a site is presenting accurate information, find a source that you trust, online or offline, and compare what you find there with what you find in the Web site.

Being on the Web is usually a solitary activity so that often you must rely on your own judgment to discern accurate and respectful Web sites about Native peoples. There is no one American Indian culture or people, so what is correct for one tribe or nation is not automatically correct for another tribe or nation. Be careful what you believe to be true. Ask questions.

Evaluation Guidelines for Web Sites about American Indian Peoples Web Site Guidelines

1. Is the purpose of the site clear? Does the stated purpose match the actual content?

A site that states its purpose in the introduction or the title gives you immediate information about the content. If the site follows its declared intent, a straightforward and coherent relationship exists between the web-builder and the reader. This helps to create the sites credibility. Keep the intent in mind as you read through the site to help identify possible hidden or more obvious agendas. If a site tells you nothing at all about why it exists, closely examine it before accepting the information it presents.

2. Is the content accurate?

There are over 500 American Indian tribes in the United States, from different geographical locations, with different histories, cultures, languages, and relationships to each other, and to state and federal governments. Although some tribes may be closely related to each other, there is no Pan-Indian way of doing things. Even related tribes vary in significant ways. Small details pertaining to dress, housing, or other material culture are good clues about evaluating a web site. Good sites will acknowledge the complex diversity of American Indians and present accurate information clearly while avoiding simplification.

3. Is the site kept up-to-date, with current links, new material added from time to time, and a creation or revision date?

Links that are not “broken,” new material that is added to the site on a regular basis, and a revision date that is fairly recent indicates a living site that is nurtured and grows. This is not an indication of the accuracy or non-exploitative nature of a web site, but it shows that the web-builder takes pride in working on the site to be usable, current, and a place for the information seeker to return to. URL’s change all the time, so an occasional broken link is forgivable, but many broken links shows site neglect, and perhaps for its content too. Some sites do not require updating so these guidelines may not apply to them.

4. Who is the Web-Builder for the site? Is an e-mail address included?

A web site is a publication. Just as one would want to know about the author of a book, knowing about the author of a web site is also useful to determine whether a site is reliable. An e-mail address provides a way to contact the web-builder and is an identifier for that person. A web-builder who self-identifies acknowledges accountability for a site. This doesn’t automatically grant credibility, but it does mean the web-builder stands by the work.

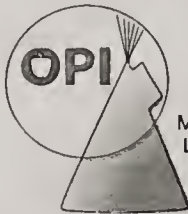
5. Does the site URL give you any information as to the authority and validity of the site?

A server that is owned by a tribe usually has web pages about that tribe. For instance, the Oneida Indian Nation web site lives on a server owned by the nation: <http://oneida-nation.net/>. A web page that is a personal page should be closely examined.

6. If the site claims to represent a tribe or a tribal view, is there information supporting the claim that it is an “official” or authorized web site for the tribe?

Welcoming statements by tribal leaders, links to information about services for tribal members, and claims of the official nature of a site are possible clues, but are not conclusive evidence to identifying a tribe’s official site. When in doubt, find out from a reliable source: call, write, or e-mail the tribe and ask. If a site claims to speak for a tribe, check with that tribe to verify the site’s authority before believing that it actually does represent tribal consensus.

7. If the site builder self-identifies as Indian, is tribal affiliation identified? Is the word used to identify the tribe accurate?



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It is very easy for people to misrepresent themselves on the web, and "playing Indian" is unfortunately common. For example, a person who identifies only as "Native American" or "American Indian" leaves much open to question since most Native peoples identify themselves in connection to a particular tribe rather than under general terminology. Tribal identification is often very specific. For example, rather than identifying simply under the "catch-all" name of Sioux, people who are generalized under this tribal affiliation often are more specific about Sioux identity (i.e., Fort Peck Sioux, Oglala Sioux) or self-identify as being Dakota or Lakota.

8. Are the images and icons used on the site accurate and respectful or neutral, or are they inaccurate or disrespectful in other ways? If photographs are used, has permission to use them been given?

Images are powerful messengers in any medium. The web has uncountable images of American Indian peoples as buttons, artwork, photographs, backgrounds, horizontal/vertical bars, and more. Many are respectful, but many are not. Examples of disrespectful images are Chief Wahoo and other caricatures, animals dressed up "like Indians," stereotypes of material culture, and photographs of people (especially of children) that are being used without permission.

9. If stories or poetic words are provided, does the site tell you where they come from? Are they appropriate for the general viewing public on the web?

The oral traditions of American Indian people are thousands of years old and alive and flourishing today. Stories that are told and songs that are sung are integral elements of Native cultures, having meaning within the context of those cultures, and perhaps meant for only certain people within the culture.

Almost everyone likes a story and can learn from it, but there are incorrect versions of tribal stories circulating on the web and in print; also errors in details give inaccurate information about Indian people. A story is an effective teaching tool only if the teacher and the learner both understand how the story applies to the lesson. Some stories should only be told at specific times of the year, or by certain people to a particular audience, or in a particular language.

Knowing a story or poem's tribal affiliation is essential to verify authenticity and to determine whether the story is one that should be available to the viewing public. The best way to find out if a site contains work that is both accurate and respectful is to ask members of the tribe being given credit for the work.

10. Is there anything about the content or presentation that makes you feel uncomfortable?

If a site is questionable, ask knowledgeable people to evaluate it, notify tribes about sites to find out their opinion, or check reliable print sources or non-print sources (if possible) for verification.

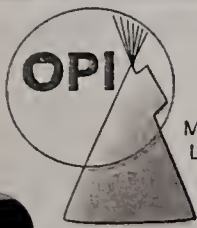
Also, tribal committees can be a valuable resource when evaluating web sites. Contact each tribe for more specific information on the committees.

Source:

Evaluating American Indian Materials

& Resources for the Classroom

Textbooks, Literature, DVDs, Videos, and Websites



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Grade 4 - Topic 7 - Governmental Responsibilities: Community, Tribal, State, Federal

Stage 1 - Desired Results

Established Goals:

- Students analyze how people create and change structures of power, authority, and governance, as a way to understand the operation of government, and to demonstrate civic responsibility. (GLE 4.2.4)

Understandings:

- Under the American legal system, Indian tribes have sovereign powers.
- These powers are separate and independent from the federal and state governments.
- The extent and breadth of tribal sovereignty is not the same for each tribe.

Essential Questions:

- What is sovereignty?
- How does tribal sovereignty compare with federal and state governments?
- In what ways do sovereign nations affect people in Montana?

Students will know...

- A definition of sovereignty
- How tribal sovereignty compares with Montana government.

Students will be able to...

- Demonstrate knowledge of why MT Indian tribes are considered nations and have their own governments.
- Students will recognize local and tribal governments and leaders at these levels.
- Students will compare and contrast the major responsibilities of their local government and Montana tribal government.

Stage 2 - Assessment Evidence

Performance Tasks:

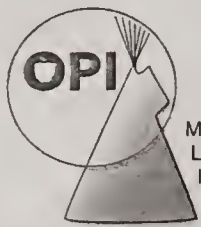
- Students will complete a Venn diagram, comparing and contrasting student's local government and one Montana tribal government. (See worksheet at end of lesson plan)

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Discuss the following: (from Connecting Cultures and Classrooms material)
 - In general, Tribal governments have the authority to make, apply, and enforce rules and laws for their reservations. They operate differently from place to place, however.
 - In general, Tribal governments do such things as:
 - Decide who can be a member of the tribe
 - Establish police forces and tribal courts
 - Enter into agreements with states and local governments
 - Make laws/codes to provide for the health, welfare and education of their members
 - Decide how tribal property can be used
 - Ensure that tribal cultural integrity, including language, is preserved
 - Indian people from Montana tribes are citizens of their tribes/Nations, the state of Montana and the United States.
 - Tribal sovereignty is the nation-to-nation or government-to-government relationship between the United States government and tribes, and that this relationship was established by more than 600 treaties ratified by the U.S. Congress and repeatedly reaffirmed by the Supreme Court and various Executive Order. Tribal sovereignty is constantly threatened. Through better educational opportunities, more Indian leaders become poised to prevent continuing attacks on tribal sovereignty. Tribes have successfully used the legal system to advance their causes.
- Contact a member of local government come and talk to students about their local government and that local government's responsibilities.
- After the speaker has finished, have students, in small groups, record important points of the speaker's presentation about local government. (these will be used later as they do research on a tribal government) Students will use large pieces of butcher paper to record and these pieces will be hung around the room.



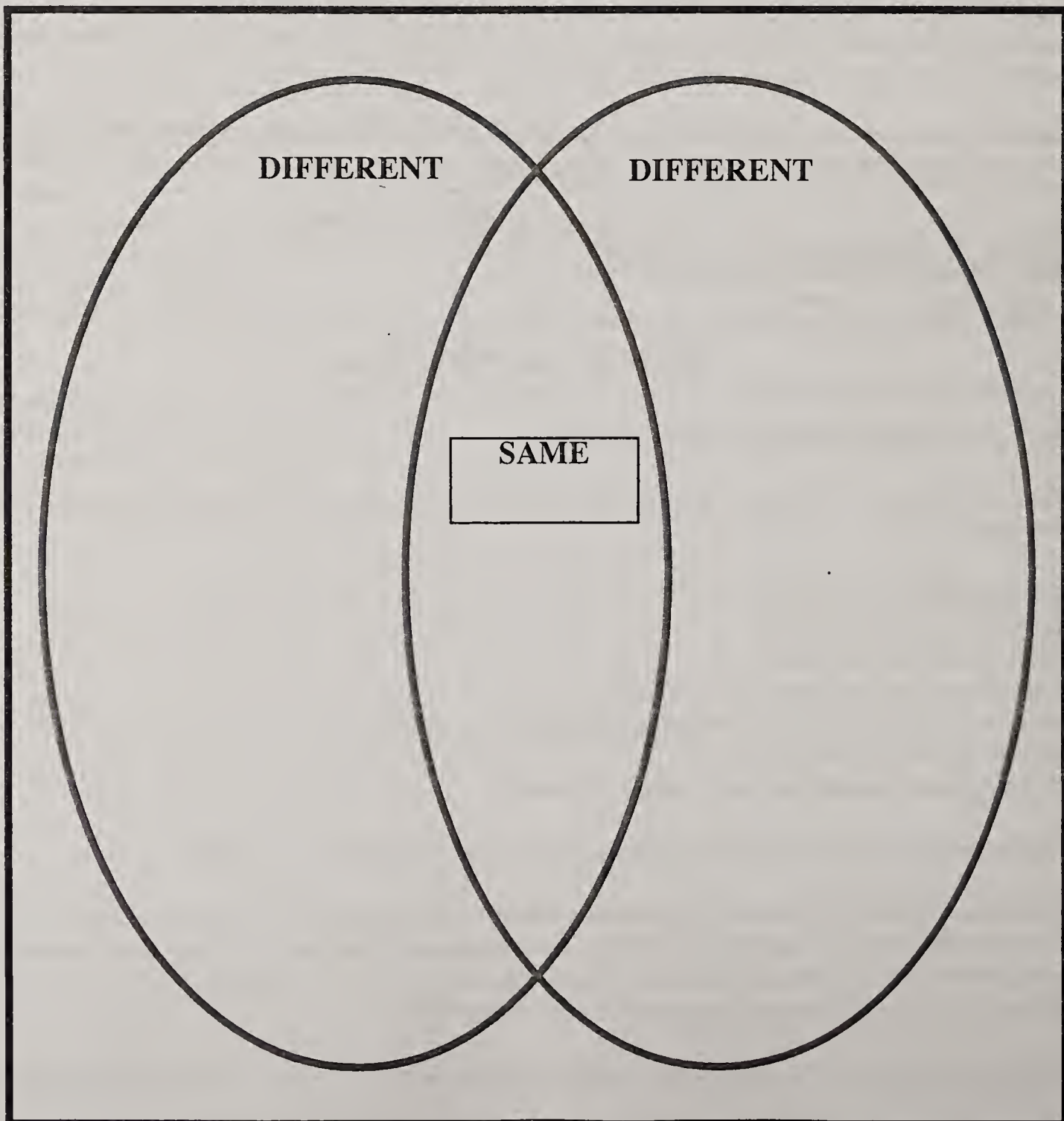
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- 3.5) If a speaker from a tribal government can present, have students record important points—as in step #3.
*If no speaker can be contacted—research on Web Site can be done on tribal government.
- 4) Students will review the 7 reservation and 12 tribal nations, including the Little Shell Band of Chippewa.
- 5) Students will work with a partner. Pairs will select a reservation and they will research that reservation's tribal government.
- 6) Students will use the attached tribal Web Sites (plus others they may find), and the books noted in Resources. They will research with the purpose of completing a Venn diagram. This diagram will compare and contrast their local government and the tribal government they are researching. Students should also use the information from their group's synopsis of local government to guide the information that they record from their research.
- 7) Students will complete the attached Venn diagram.

RESOURCES





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Resources

Books:

Bryan, William L. Jr. *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, MT: Montana Magazine, Inc. ISBN: 0-938314-21-1 (Periodical)

Essential Understandings Regarding Montana Indians - Montana Office of Public Instruction

Connecting Cultures & Classrooms K-12 Curriculum Guide, Helena, MT: Montana Office of Public Instruction.

Montana Indians: Their History and Location. Helena, MT: Montana Office of Public Instruction.

Harvey, Karen. *Indian Country: A History of Native People in America*.

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/index.php>

Fort Belknap News (406-353-2005) fortbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>

Char-Koosta News : (ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032

888-327-1013 <http://www.indiancountry.com>

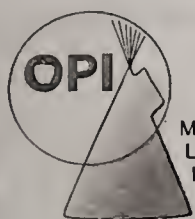
News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5226 IndianCountryNews.com

Websites:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding information about Attractions, Events, Places to Stay, and Additional Visitor Information.





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Grade 4 - Topic 9 - Using Maps to Learn About Montana Reservations and Tribes

Stage 1 - Desired Results

Established Goals:

- Students will know and locate the seven Indian reservations of Montana, and identify the tribes associated with each reservation. (GLE 4.1.1)

Understandings:

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (REVIEW OF Grade 3, related to GLE 4:3.1)
- They are shown on Montana maps, and should be identified and labeled by their reservation titles. (GLE 4:3.3)
- Maps can be used to identify and locate MT Indian Tribes; geographic differences help in looking at cultural differences. (GLE 4:3.3; RDG 3.j,k)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Band of Chippewa Indians: Landless, but headquartered in Cascade county<Great Falls>-- (GLE 4.3.1,2)

Essential Questions:

- What are reservations?
- What are Indian tribes?
- What are some tribal differences?
- What maps can we use to identify tribal reservations and "home lands"?

Students will know...

- The seven reservations of Montana.
- The twelve tribes of Montana.

Students will be able to...

- Correctly label the 7 MT Indian reservations on a map, as an assignment.
- Talk about their map and share information from it with others.
- Identify tribes of the reservations; preferably, students should know the tribe(s) associated with the reservations. Include the Little Shell Chippewa Band.

Stage 2 - Assessment Evidence

Performance Tasks:

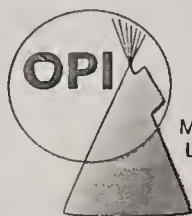
- Each student produces a map which clearly shows the seven Indian reservations in Montana and the tribe nations. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations accurately represented.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Have a wall size map of Montana (could enlarge attached map) Students will look at reservations on map and locate and name them. (Direct Instruction may be used to teach locations and names)
- Take a map of Montana (could use attached map on an overhead) and in front of students cut out the reservations and Great Falls. (remember, Great Falls is the location of the Little Shell Tribe). Have an blank map of Montana on an overhead. Students can come up to overhead and take reservation pieces and lay them correctly on the blank map.
- Students will cut their own map pieces; on a blank map of Montana they will place reservation pieces correctly (may want to work with partners). Review maps and discuss tribal groups on each reservation. (use attached list for correct correlation).
- Match Game: (see attached pieces) Copy, cut and put in baggies all pieces of Match--one set per student pair. Students will use pieces to match Montana reservations with each tribe located on that reservation. For example: Crow Reservation (card) goes with Crow Tribe (card), remember some reservation house more than one tribe.
- Given a map of Montana students will label all Montana reservations and the site connected with the Little Shell Band. Students should use the attached rubric and self evaluate their maps.



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Lesson Materials:

- montana wall map, suitable for instruction.

INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF MAP based on Montana Performance Indicators

	TITLE	LABELS	ACCURACY	NEATNESS
4 Advanced	This title clearly shows the map's purpose.	Everything is correctly labeled as noted for the map.	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	This title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal "proficient" based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	This title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child's performance does not reach his/her personal ideal of "proficient" as compared to other assignments.
1 Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors—or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.

Resources

Websites:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy). One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information

Books

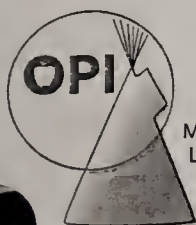
Bryan, William L. Jr. *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, MT: Montana Magazine, Inc. ISBN: 0-938314-21-1 (Periodical).

Essential Understandings Regarding Montana Indians - Montana Office of Public Instruction.

Connecting Cultures & Classrooms - K-12 Curriculum guide Helena, MT: Montana Office of Public Instruction.

Montana Indians: Their History and Location. Helena, MT: Montana Office of Public Instruction.

Harvey, Karen. *Indian Country: A History of Native People in America*.



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Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/index.php>

Fort Belknap News (406-353-2005) fortbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanim Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387) <http://www.wotanim.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>

Charkoosta News : (ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032

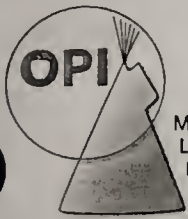
888-327-1013 <http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5226 IndianCountryNews.com

Websites:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each Reservation, including Little Shell: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding information about Attractions, Events, Places to Stay, and Additional Visitor Information.



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Model Lesson Plan

Social Studies

Grade 4 - Topic 10 - Differences Among Montana's Tribes: Cultures, Traditions, Government

Stage 1 - Desired Results

Established Goals:

- Students will know that there are differences among tribes; i.e., languages, cultures. (GLE 4.4.1.,2; 4.6.1,2,3)
- Students make simple comparisons about tribes. (GLE 4.4.1,2; 4.6.1,2,3)

Understandings:

- All 12 Montana tribes have similarities.
- All 12 Montana tribes have differences.

Essential Questions:

- What are tribes?
- What is a reservation?
- Which Montana Indians live in tribes? Are there any who do not live on reservations? If so, where are they located, and why?

Students will know...

- Similarities and differences among the twelve Montana tribes.

Students will be able to...

- Define tribe, culture, reservation.
- Talk about the characteristics of a tribe.
- Compare and contrast tribal characteristics.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students will create a project that includes characteristics of a Montana tribe.
- Students will present their project.
- In an assessment, students will compare and contrast characteristics of at least two Montana tribes.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

Materials Needed

- Students will work with a partner or in a small group to create a project on a Montana American Indian tribe. The topics to be researched will be given to students, but the final product is up them, i.e. power-point, overhead, posters, etc.
- Internet/Library research: Teacher will give the students the attached Research Checklist to be used to research a Montana tribes.
- The OPI document, *Montana Indians: Their History and Location* will be the primary source for student information. Students can get on the computer and go to the OPI Web Site and find this document and down load just the section that refers to their tribe.
- Students can record information on the handout Research Checklist. Secondary sources can then be used if necessary to gather all data needed.
- Once all information is gathered students will begin to think of a way to present their project. Will they create posters and write a speech, will they put together a power-point?
- Two groups will present projects to each other and then using the attached Venn diagram to compare and contrast their tribes.
- Students may take their project "on the road" and present to other classrooms!





Model Lesson Plan

Social Studies

Grade 4 - Topic 11 - History and Beliefs of MT Indian Tribes

Stage 1 - Desired Results

Established Goals:

- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. (GLE 4.4.1,2)
- Students understand that beliefs continue today; tribal cultures, traditions, and languages remain traditional. (GLE 4.6)

Understandings:

- There is a timeline or sequence of information describing eras in history.
- Historical events continue to have an effect on American Indians today.

Essential Questions:

- What was Montana Indian life like before European contact?
- Did life for Montana Indians change after European contact?
- How have historical events impacted American Indians?

Students will know...

- Montana Indian life before and after European contact.

Students will be able to...

- Create a timeline that reflects life for a Montana tribe in the:
- Pre-contact era, contact-era, and post-contact era.
- Describe what life was like for Montana American Indians in the pre-contact era.
- Describe how life changed for Montana American Indians after European contact.
- Identify affect history has on future perspectives for Montana American Indians.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students will present their timelines.
- Students will be assessed on their knowledge of the pre-contact era, post-contact era, and impact of history on future perspectives for Montana Indians.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:**Materials Needed**

- As students prepare to learn about the monumental events of the fifteenth century to present day that created the cultural framework for our country as we know it today, it seems appropriate to reflect on what has happened to Indians in Montana up to this point.
- Simon Ortiz has written a simple yet provocative book for children entitled *The People Shall Continue*. The book is an epic story of Native American People, from the creation to the present day. The teacher should read the book aloud, and discuss it with students. No formal questions have been prepared to go along with the reading because the text speaks for itself and will certainly evoke feelings of empathy and respect for what has happened to Native Americans since the fifteenth century. Each teacher is encouraged to use the reading in whatever way he/she sees fit.
- After reading *The People Shall Continue*, as a class come up with a timeline of events. Put this timeline up in the room to be used by students as they do their own timelines.
- Review the tribal nations of Montana. Divide students up into twelve groups and assign one tribal nation to each group.
- Based on class timeline students will research tribal life during each of these periods: pre-contact, contact, post-contact.
- Use Web Site, book resources, etc that are attached.
- Students will present timelines.

RESOURCES:

The People Shall Continue, Simon Ortiz. San Francisco: Children's Book Press, 1977, paperback 1988, Available from The Mail Order Catalog, 800-695-2241. 24 pages hardcover, \$13.95, paperback \$6.95 (Grades 3-6).

Ortiz, a Pueblo poet, has written the best treatment available for young children in this succinct recounting of the interactions between the Native and non-native peoples of North America from pre-Columbus to the present day. Illustrations are vibrant and bold, and the text is honest and clear. This book is the single best overview of Native history for younger children that I've ever seen. Ortiz is Acoma, and a poet, and it shows. In the words of Harriet Rohmer, the series editor, this is:



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“an epic story of Native American people from the creation to the present day. -It speaks in rhythms of traditional oral narrative. Essentially this is a teaching story. The words of the story transmit the spirit of the People.”

With simplicity, without polemic, Ortiz gives the true story of how it was, how it is, and -- with hope and a little luck -- maybe how it will come to be for all of us. Ortiz tells the names of heroes -- Pope, Tecumseh, Black Hawk, Crazy Horse, Osceola, Joseph, Sitting Bull, Captain Jack. He speaks of the constant betrayal, broken treaties, broken promises, the children taken away.

“They took the children to boarding schools far from their homes and families. The children from the West were taken to the East. The children from the East were taken to the West. The People’s children were scattered like leaves from a tree.” “All this time, the People remembered. Parents told their children ‘You are Shawnee. You are Lakota. You are Pima. You are Acoma. You are Tlingit. You are Mohawk. You are all these Nations of People.’” Native life before the conquest is not romanticized:

“Nevertheless, life was always hard. At times, corn did not grow, and there was famine. At times, winters were very cold and there was hardship. At times, the winds blew hot and rivers dried.”

Nor does Ortiz say that Indians are the only true Americans:

“The People looked around them, and they say Black People, Chicano People, Asian People, many white people and others who were kept poor....The People saw that these People shared a common life with them. The People realized they must share their history with them. They said ‘We must make sure that life continues. We must be responsible to that life. With that humanity and the strength that comes from our shared responsibility for this life, the People shall continue.’”

The illustrations by Sharol Graves, who is Shawnee, Chippewa and Sisseton (Dakota), are vivid and stately, and perfect. If you give only one book about Native Americans to your young children, let this be the one. Reviewed by Doris Seale (Santee Dakota-Cree) in *Through Indian Eyes: The Native Experience in Books for Children*

This lesson takes in several Essential Understandings About Montana Indians:

EU3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

EU5: Federal policies, put into place throughout American history, have impacted Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods.

EU6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Lesson Time Frame: 30 minutes daily, for 1 week

Vocabulary: Tradition, Perspective, Timeline

Montana Tribal Nations: Assiniboine, Northern Cheyenne, Blackfeet, Pend d’ Oreille, Crow, Salish, Chippewa, Sioux, Cree, Gros Ventre, Kootenai

Dance/Celebration:

Ancona, George. Powwow

King, Sandra. Shannon: *An Ojibway Dancer*.

Marra, Ben. *Powwow: Images Along the Red Road*.

Montana Office of Public Education. *Guide to Understanding and Enjoying Powwows*, Powwows. opi.mt.gov/IndianEd

Reservation:

Hubbard, Jim. *Shooting Back From the Reservation*.

Videos:

The Native Americans Series. 1994 Atlanta, GA TBS Productions. “Plains Indians Part I, Part II”

Posters:

Indigenous Heroes

Teaching Respect for Native Peoples - <http://www.oyate.org>

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736



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Fort Belknap - Assiniboine/Gros Ventre <http://www.forbelknapnations-nsn.gov/index.php>
Fort Belknap News (406-353-2005) fBorbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>
Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe
<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>
Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

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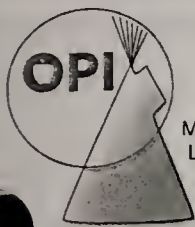
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888-327-1013 <http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5226 Indian-CountryNews.com

Websites:

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www.indiannations.visitmt.com (this website has general information about each Reservation including Little Shell, Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.



Model Lesson Plan

Social Studies

Grade 4 - Topic 12 - Indian Heroes and Role Models

Stage 1 - Desired Results

Established Goals:

- Recognize and identify local and tribal leaders. (GLE 4.2.3)
- Identify and describe famous people from MT tribes; e.g., Elders, Tribal Council members, historic figures, contemporary leaders and role models. (GLE 4.4.3).

Understandings:

- Students will use biographies, stories, narratives, the Internet, and interviews to understand the lives of ordinary American Indian people and extraordinary American Indian people, place them in time and context, and explain their relationship to important historical and contemporary events.

Essential Questions:

- What is a hero?
- What is a role model?
- Who are the Montana Indian historical heroes?
- Who are the Montana Indian contemporary heroes?
- Who are the Montana Indian contemporary role models?

Students will know...

- Characteristics of role models.
- Montana Indian historical and contemporary heroes.

Students will be able to...

- Identify historical and contemporary Montana American Indian role model and heroes.
- Research a Montana American Indian hero or role model.
- Demonstrate their understanding that people view and report historical events differently, American Indians want the true story of their histories told, Elders are especially important to Indian people, and Indian people have struggled but have made and continue to make, important contributions to their people and to others.
- Plan and present a Montana American Indian Wax Museum.

Stage 2 - Assessment Evidence

Performance Tasks:

- Wax Museum presentations.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:**Materials Needed**

- Use the attached unit plan titled: Heroes Down Home
- Vocabulary: Hero, role model, historical, contemporary
- Reminder:
- Museum should include famous elders, historical figures, and contemporary leaders from Montana tribal nations.

Books

Bryan, William L. Jr. *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, MT: Montana Magazine, Inc. ISBN: 0-938314-21-1 (Periodical)

Connecting Cultures & Classrooms - K-12 Curriculum Guide, Helena, MT: Montana Office of Public Instruction.

Montana Indians: Their History and Location. Helena, MT: Montana Office of Public Instruction.

Champagne, Duane, ed. *The Chronology of Native North American History*. Detroit, MI: gale Research, 1994. 574 pp. ISBN: 0810391953

Lin, S. D. *The First Americans*.

Birchfield, D. L. *Sacagawea*.

Knowlton, Mary Lee. *The Battle of the Little Bighorn*.



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Resources

Birchfield, D. L. *Crazy Horse*.

History Makers Bios Series (look for at local bookstore-children's department)

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

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Fort Belknap News (406-353-2005) fortbellknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

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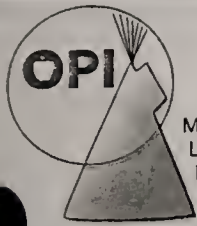
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www.nanations.com/chieftains

nativeamerican.cocc.edu/NativeAmericanHeroes



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Model Lesson Plan

Social Studies

Heroes At Home

Developed by:

Corri Smith

Title 1 Teacher

Longfellow Elementary

Great Falls, MT

(406) 268-6876

Unit Goal:

Students will get to know, do or read an interview about,
and do a presentation on
a Native American role model in their community.

Students will learn to work in cooperative groups
to complete a project.

This unit works well in grades 3-8, but can be modified and adjusted to K-2.

Young students can work, as a class, on one role model with the
teacher as a guide.

This unit takes about 3 weeks to complete. The work sessions last about 30-60 minutes. It is
if students work in cooperative groups of 2 . Use one role model per cooperative group.

Be proactive learn as much as possible about Native American role models, in your area. Have
role models come in and share a short synopsis of their lives, if possible. Final presentations
are amazing, as students will go all out when the learning is personal.

Supplies

Role models

Large refrigerator boxes (cut in half)

tempera paint (primary colors)

large and small paint brushes

broad tipped black markers

Preplan to have Native American role models come into your classroom. It is nice to have
more role model than you have cooperative groups. Remember to approach the guests with
a small token of goodwill, and to exchange something for the time they spend in your
classroom. If a role model is not available, the teacher can gather information and tell about
the person.

Day 1

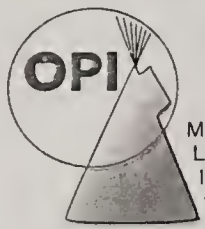
Objective: Students will better understand what a role model is.

Anticipatory set: Have students close their eyes and think about a time when they were very
little and learned something new. Ask them who taught them this and how they learned it.

Then ask them to discuss this with a neighbor. Have a few students share. Then ask them to
close their eyes and think about something new they learned last year. Ask how they learned it

who taught it to them. Tell them to share with a neighbor and choose a few students to
share with the whole group.

Discuss that role models are people that “teach us things” by example. Teacher should give



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Social Studies

examples of role models in their life and what they learned.

Now begin to talk about role models the students have had in their lives.

Introduce role models or tell about possible role models lives. After role models leave, Pair students off into groups of 2. Students will stay in this group through the entire unit.

Day 2

Objectives: Students will, in cooperative groups, decide on a role model to research and present on.

Anticipatory set: Have students think about and discuss with their cooperative group what they thought of the role models. They can review what they learned about each one. Have a list of role model names hanging in the room.

Have each cooperative group decide on a person they want to research and do a presentation on. The groups will need to make three choices: 1- first choice, 2-second choice, 3- third choice. With the names of the three role models they will need a reason or two for each choice. Cooperative groups will stand in front of class and tell the role models they chose and why they chose them. If more than one group chooses the same role model, the class votes on who gets that person -based on the group's reasons for their choice.

Day 3

Objective: Students will understand how to write interview questions.

Anticipatory Set: Discuss how students make new friends. Guide them to see that they ask question of each other until they know that person.

Tell students they will be writing interview questions in their cooperative groups. They will write questions they think will help them get to know their role model better.

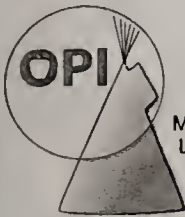
Model a few appropriate interview questions on the board. Discuss what a "too personal" questions would look and feel like.

Let students have fun creating questions.

As students complete questions have them read some of them out loud. Other groups may be able to piggyback off these questions.

Sample interview questions:

- 1) What is your full name?
- 2) Where and when were you born?
- 3) Who were/are your parents?
- 4) What tribe/reservation are you from? Tell about it.
- 5) What were your interests as a child?
- 6) Tell about your family-past and present? (Names, ages, etc.)
- 7) What is your job?
- 8) What do you like best about your job?
- 9) What do you like least about your job?
- 10) Tell about your three favorite things in life and why you like them best.
- 11) Who is your best friend? Why.
- 12) What do you do for fun?
- 13) What major obstacles do you feel you have overcome?
- 14) What person most influenced you? Why?
- 15) If you could spend time with anyone living or dead, who would that be? Why?
- 16) Tell about some things you are doing or have done that your are proud of.
- 17) Any pointers for Indian youth?



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- 18) What kinds of hopes do you have for Indian people?
 - 19) What hopes/dreams do you have for your own future?
 - 20) Why do you think someone suggested you as a role model for Native American students?
- PLEASE SHARE ANYTHING ELSE ON THE BACK. THANK YOU!!

Day 4

Objective: Groups will perfect their interview questions.

Anticipatory set: Have students think about their role model and what they can't wait to find out about them.

Groups should have their interview questions completed. They must share these questions with one or two other groups and add any ideas they picked up while sharing.

Day 5

Objective: Groups will interview their role model in person, over the phone, or by fax.

You may want to take a break from this unit -
until all group's interviews are completed.

Day 6

Objective: Groups will understand the steps that they need to complete between now and their final presentation.

Anticipatory set: Ask students to think about how they would tell a friend about a new, cool movie they saw. Would they tell every piece and take two hours to retell it.

Choose a few students to share how they would tell. Let them know this is a synopsis or a short version of what happened. This is what your final presentation will be. A synopsis of your role models life.

Go over chart that lays out the steps the groups will have to go through to get to final presentation. See attached chart.

2nd and 3rd Weeks

Objective: Students will learn to work in a cooperative group to produce an end result.

Anticipatory set: Ask each group to report everyday on their progress. The groups will explain where they are on the chart and what they plan on doing to finish.

At this point groups will be all over the chart as they will move at different paces. It all works out, because the groups that are ready to present first will get the most opportunity to present.

Have them schedule their role model presentations at the same time the rest of the class is continuing to work. They take their back drop with them when they present.

Instruct groups to take their interviews and work on them through the next steps of the chart.

Teacher should now take time to work with groups, (as they move through the chart), that are struggling and model what needs to be done. Give mini-lesson in these two weeks as needed.

Indian Education for All

Model Lesson Plans Social Studies Grade 5

Developed
by
Montana Educators

Fall 2006



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Wednesday 10th Nov.
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INDIAN EDUCATION FOR ALL
GRADE FIVE MODEL LESSONS
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Model Lessons are aligned with the Seven Essential
Understandings Regarding Montana Indians and
the Montana Social Studies Standards

MODEL LESSONS

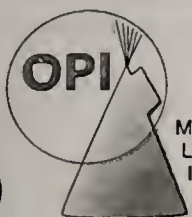
- Topic 1 Applying all the Steps in an Inquiry Process When Looking
For Information About Montana Indians (SS1)
- Topic 2 Evaluating Information Quality: Primary, Secondary
Sources, Point of View, Embedded Values of Authors
(SS1)
- Topic 3 Interpreting and Applying Information To Support
Conclusions and Solve Problems in the Real World(SS1)
- Topic 4 Explaining Factors Causing Conflict Among Groups(SS2)
[i.e., discrimination, bias]
- Topic 5 Identifying Stereotypes and Misconceptions(SS2)
- Topic 6 Identifying the Purposes of Government (SS2)
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- Topic 7 What is sovereignty? What Does It Mean?
How is this related to democracy? (SS2)
- Topic 8 Effects of technological Advances on Tribes:
The Horse, Modern Weapons, Beads, Mining(SS2)
- Topic 9 Common Features of MT Indian Reservations
[i.e., seat of government, colleges, significant
physical features] (SS3)
- Topic 10 MT Tribes: Connection to the Land and Beliefs. (SS3,5)
- Topic 11 MT Indians: Oral Traditions Compared (SS4)
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Leaders (SS4)

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Topic 13 Historical Events and Social Issues Can Sometimes Be
Explained By Economics (i.e., mining, settlement,
Trading Land For Goods) (SS5)

Topic 14 Assimilation: What Is It? (SS6)

Glossary of Terms For Educators



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Social Studies

Grade 5 - Topic 1 Part I - Geography of the MT Indian Reservations

Stage 1 - Desired Results

Established Goals:

- Students will know and locate the common features of the seven MT Indian reservations, including physical features, seats of tribal government, schools, communities and towns, colleges, political boundaries, counties. [GLE 5.3.1;5.3.3] REVIEW.
- Students will know and locate the home place of the Little Shell Band; its primary location is Great Falls.
- Students will know that the beliefs of the MT tribes are directly connected to their lands (reservations, historical range or areas claimed). [GLE 5.3.2]

Understandings:

- Students know basic common features of the seven Indian Reservations of Montana. They can identify the reservations and their approximate boundaries, identify the location of the tribal capitals, know the names of tribes identified with each of the reservations, identify significant towns and physical features, and the tribal colleges. They can identify the home location of the Little Shell Band.
- Students know the historical and ancestral lands for certain tribes of Montana (use those tribes closest to your school district—at least 2 tribes).

Essential Questions:

- What are reservations? (Review)
- What are some of the features that political maps and physical maps might both show? Why? (Review)
- How are reservations like other nations?
- Why are ancestral lands and historical range important to each MT tribe?
- Why is the Little Shell Band not located on a reservation?

Students will be able to...

- Individually reproduce maps of the physical and political features of at least 2 Montana reservations; the common features of each Montana Indian reservation include, for example, boundaries, counties, tribal capital, towns, land features, tribal colleges.
- In groups of 2-4 students, students can reproduce/explain features of all 7 Montana reservations, and the home claimed by the Little Shell Chippewa Band.
- Identify a tribe's ancestral lands, migration routes, historic ranges (for example, lands where hunting and fishing were shared with other tribes) and ancestral lands.

Stage 2 - Assessment Evidence

Performance Tasks:

- Reproduce accurate maps of the physical and political features of at least 2 MT reservations. Use the Map rubric to score their own individual efforts, then make needed corrections so that their maps are accurate for future use. Place the maps in their notebook.
- Identify all 7 reservations, tribal capitals, tribal colleges and towns during an assessment; also identify the home area claimed by the Little Shell Chippewa Band.
- Identify ancestral lands and a tribe's history range for at least 2 MT tribes, during an assessment.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need student (blank) MT maps, suitable for labeling. They will also need a wall map for discussion time, and a MT road map.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed.



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- E= Teacher guides discussion and map activities, ensuring that students as a group, and in discussion, (a) identify the reservation and tribal nations of the particular reservation—this could be used in the map label; (b) identify and discuss physical features; (c) identify and discuss political features—capital, towns, boundaries, etc.
- R= Students make their own maps, and discuss their map with other learners; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. Some students may need to complete a second map (first efforts should be lightly drawn, using pencil).
- E= Students evaluate their work using the Map Rubric. After they have evaluated their map, each should write/tell what they have learned about the features. (can be in a journal, or in their notes—but should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete basic map components (maybe only the tribal capitals, for example) based on their different needs and abilities.
- O= Students will complete the map activities in two class periods (about 50 minutes each); this should keep student engagement and learning high. Discussion (Essential Questions, initially, and ensuing discussion will probably take one other class period).

Vocabulary/Concepts:

- New: Reservation, tribal capital, tribal colleges, ancestral lands.
- Review: Landforms, physical map, political map, delta, mountain range, prairie.

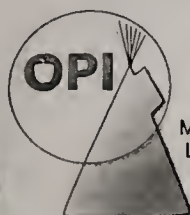
RECOMMENDED RESOURCES:

LARGE MONTANA WALL MAP, which also shows Montana Indian Reservations, and counties. The assignments can be completed using such a map.

Other Helpful Resources:

- Maps and Resources from the Regional Learning Project, University of Montana:
- Large wall map, in color:
- Tribal Territories in MT: Boundaries as defined by the Fort Laramie Treaty of 1851, and the Flathead and Blackfeet Treaties of 1855. Shows today's reservations in red. This map costs about \$50.00. See latest order form at the Regional Learning Project's website (GOOGLE IT!).
 - a. The above map is quite helpful in showing the tribal territories in Montana 150 year ago. Utilize this colorful map to make students aware of the tribal territories of the past; these aid the student in realizing the ancestral lands of a particular tribe, including seasonal migrations, hunting and fishing territories, and lands shared with other tribes.
- Discovering Our Own Place: a MAP Saga For Montana.
 - a. Map Packets (about \$54.00 per packet). Available from the Regional Learning Project at the University of Montana. Each map packet has a series of historic maps, showing the featured tribe in place and time. Each packet's resources are described in the RESOURCES SECTION at the end of this 5th grade guide. Map packets available as of August, 2006 include:
 1. Hi-Line & Judith Basin/Gros Ventre Tribe
 2. Missouri and Yellowstone River Headwaters/Crow Tribe
 3. Rocky Mountain Front/Blackfeet Tribe
 4. West of the Divide/Salish, Pend d'Orielle & Kootenai Tribes.

These map packets contain maps approximately 9 X 12 in size; all of the maps show maps of the past—very helpful in aiding students. Teachers may wish to scan a particular map, upload it and use a projector with an entire class.



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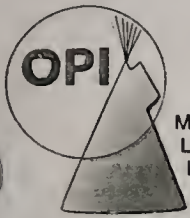
Model Lesson Plan

Social Studies

Notebook Rubric Grade 6

INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF MAP based on Montana Performance Indicators

	TITLE	LABELS	ACCURACY	NEATNESS
4 Advanced	This title clearly shows the map's purpose.	Everything is correctly labeled as noted for the map.	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	This title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal "proficient" based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	This title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child's performance does not reach his/her personal ideal of "proficient" as compared to other assignments.
1 Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors—or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.



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Social Studies

Grade 5 - Topic I Part II - ANCESTRAL LANDS AND PLACES: The Sweetgrass Hills of Montana

Stage 1 - Desired Results

Established Goals:

- Students will know why the beliefs of at least two MT tribes are directly connected to their lands (reservations, ancestral and historical range or areas claimed). [GLE 5.3.2]
- Students will be able to define and locate "ancestral lands" as these relate to some MT Indian tribes (two tribes). [GLE 5.3]
- Students will know the importance of tribal oral history, as a means to tell the belief of a MT tribe, that directly connects this tribe to its historical ranges, ancestral lands, and present-day reservation or location (one tribe) [GLE 5.3.2]

Understandings:

- Ancestral lands are lands utilized by tribes in their past, as well as today. [GLE 5.3.2; 5.3.2]
- Tribal beliefs connect a tribe to its reservation, ancestral lands, places of migration, and historical ranges.

Essential Questions:

- What are reservations? (review)
- What are some of the features that political maps and physical maps might both show? Why? (review)
- How are reservations like other nations?
- Why are ancestral lands and historical range important to each MT tribe?
- Why is the Little Shell Band not located on a reservation?

Students will be able to...

- Identify and locate the ancestral lands of at least 2 MT Indian tribes.

Stage 2 - Assessment Evidence

Performance Tasks:

- On a map, identify and locate the ancestral lands of at least 2 MT tribes.

Other Evidence:

- Notes and Discussion

Stage 3 - Learning Plan

Learning Activities:

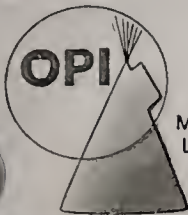
- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need student (blank) MT maps, suitable for labeling. They will also need a wall map for discussion time, and a MT road map.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and map activities, ensuring that students as a group, and in discussion, (a) identify the reservation and tribal nation(s) [in this case, the tribal nations who regard the Sweetgrass Hills as a part of their historic range and ancestral lands include the Salish, Kootenai, Blackfeet, Chippewa, Cree, Gros Ventre and the Assiniboine; these tribes live on several MT reservations].
- R= Students make their own maps, and discuss their map with other grade 5 students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. Some students may need to complete a second map (first efforts should be lightly drawn, using pencil).
- E= Students evaluate their work using the Map Rubric. After they have evaluated their map, each should write/tell what they have learned about the features. (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete basic map components (maybe only the tribal capitals, for example) based on their different needs and abilities.
- O= Students will complete the map activities in two class periods (about 50 minutes each); this should keep student engagement and learning high. Discussion (Essential Questions, initially, and ensuing discussion will probably take one other class period).

Vocabulary/Concepts:

- New: ancestral lands: Lands utilized by tribes in their migrations and in their hunting/fishing, frequently referred to in their oral histories, and still connected to tribes and their cultures today. These may or may not be on reservations. For example, the Sweetgrass Hills of Montana are not a part of any reservation, but these hills are a central to the oral histories of the Salish, Kootenai, Blackfeet, Chippewa, Cree, Gros Ventre and Assiniboine tribes of Montana.

RECOMMENDED RESOURCES:

- See Lesson 9, Part I for a complete list of resources, and for guidance regarding Teacher Background.



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Social Studies

Grade 5 - Topic 2 - Quality of Information: Point of View and Bias

Stage 1 - Desired Results

Established Goals:

- Students will assess the quality of information, especially the embedded values of the author, in a piece of historical fiction. [GLE 5.1.2]
 - This lesson also contributes to GLE 5.2.2: Identify stereotypes of Indian people based on perceived group characteristics, and know the misconceptions.
 - This lesson also contributes to Library Media 1, B 8.4
- Students will utilize a new critical reading skill to assess information quality—they will read to detect bias in historical fiction. RDG 5, B 8.3; GLE 5.j

Understandings:

- People view and report historical events differently. [GLE 5.2]
- Sometimes an author may write from a point of view that shows a bias towards an individual or a group. The bias shown may be unintended, but its effects can be negative. [GLE 5.2.2]
- Sometimes Indian people have been stereotyped or described in a negative way; such biased points of view give misinformation and create misconceptions. [GLE 5.2.2]
- Students can assess the quality of information in any piece of writing for bias and its effects. Good readers assess information quality every time they read. [RDG 8 B 8.5]

Essential Questions:

- What is meant by “quality of information”?
- What do you think is meant by “embedded values of the author”?
- What points of view are shown in this piece of literature? What is meant by author’s point of view?
- What is bias? What biases are shown here? What are stereotypes? Are there any in this selection? If so, what are they?
- What other points of view are left out? How can the reader tell what has been left out?
- What misconceptions and/or biases can you spot in this story? Are these negative? Positive in nature? How do these misconceptions/biases/stereotypes limit understanding of Indian identity?
- On a scale of 1 to 10 (with 10 being the indicator for excellent information) how would you score the “quality of information” in this story? Why?
- If quality of information is the most important element to be considered in this lesson, how could the author improve the story?

Students will know...

Students will be able to...

- Define quality of information and give an example from the story.
- Define what is meant by “author values” as these are shown in the story.
- Research the author’s background to determine the person’s validity in writing about the particular topic. In this selection, does the author appear to have appropriate information and background to write appropriately about the topic?
- Define bias and show examples from the selection, and/or, give examples of stereotypes found in the selection
- List other groups and individuals in the story who probably have other points of view, and explore these points of view.
- Evaluate the quality of information given in this selection, based on what they have learned about bias, point of view, stereotypes, and their effects.



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Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and analytic activities, ensuring that students as a group, and in discussion, (a) identify factual errors, (b) point of view given, (c) points of view left out. In a second discussion, review what students have learned, before having students (d) identify possible biases and stereotypes in the story; finally, students (e) critique author's background.
- R= Students offer their own opinions, based on their investigation of the author and story elements; they discuss their findings with other learners; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students evaluate their own findings, based on what the class as a whole has determined. Each should write or tell their opinion in a reflection of what they have learned about determining the quality of information in a story. (If written, this can be in a journal, or in their notes—but it should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should listen to the story, and could be paired with others, based on their different needs and abilities. The IEP guides selection of the student's assignment.
- O= Students will complete the activities in two class periods (about 50 minutes each); this should keep student engagement and learning high. Discussion (Essential Questions, initially, and ensuing discussion may take one other class period). Extend the information they have learned to their personal reading (their library selections, for example).

Vocabulary/Concepts:

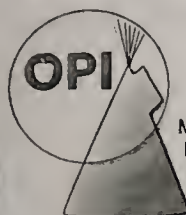
- New: bias, embedded values, author's values, misconception, information quality.
- Review: fiction, stereotype(s) accuracy in information,

Literature/Material critiqued:

- *Seaman's Journal: On The Trail With Lewis and Clark* By Patricia Reeder Eubank.

Teacher Background

- MONTANA CONNECTION: Seaman's Journal takes the reader through Montana, using tribes and locations which make this a good book to use.
- This lesson builds on lessons which begin in grade one, when students learn how to identify fact and fiction. In grade two, students continue to learn to identify fact, fiction, and start to learn about accuracy as related to stories. In grade three, students begin evaluating the quality of information (e. g., accuracy, relevance, fact or fiction) in group discussions and individually. In grade 4 students continue to evaluate information quality, and learn that people view and report historical events differently. In grades 5 and 6 students continue to hone their skills regarding quality of information. By grades 7/8 students are ready to extend their understanding about the quality of information and its intended and unintended effects when misconceptions, false information, bias, stereotypes and the like are perpetuated.
- The portrayal of American Indians in curriculum to this point has been presented from a particular perspective, but not usually the perspectives of American Indians.
- Personal identity and tribal identity suffer when stereotypes, biases, and distorted points of view are present, even when these are unintended.
- Teachers should utilize the background knowledge of students to identify what they already know about quality of information, stereotypes, and bias.
- Utilize the definitions included with this lesson, carefully defining these and ensuring that students know the vocabulary and concepts. Students may be able to give examples of bias from their own experiences.
- Introduce the selection, and explain that this is a selection which requires their critical reading skills. This selection is being utilized because it presents an opportunity to learn how to assess quality of information—a valuable, critical reading skill.
- This could take a few class periods. Ideally, the grade 5 teacher should plan to utilize the 90 minutes of reading, and also the social studies time for the day; time to think and respond maximizes the impact of this lesson.
- Ensure that students discuss and then write their individual responses, using complete sentences. Time for reflection is essential.
- Talk about other books in the library that can be used to hone these skills. Make sure that you have alerted the librarian or your library service so that books can be reserved for student check out.



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Teacher Background

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Essential Understanding 6:

(OPI / Indian Scholars Collaboration)

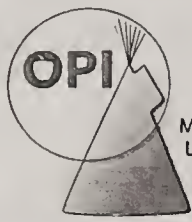
Much of our history has been told from one perspective. Only until very recently have American Indians begun to write about and retell history from an Indigenous perspective.

Books such as *Lies My Teacher Told Me* by Loewen expose the underlying bias that exists within much of our history curriculum by leaving certain voices out of the stories. In examining current curriculum content it is important to keep the following in mind:

Children's history books use terms such as "westward expansion" and "Manifest Destiny" to describe what would be more accurately called ethnic genocide. These Books alternately portray Indians as "noble savages," "faithful Indian guides," or "sneaky savages" who lead "ambushes" and "massacres" while in contrast, cavalymen fight "brave battles." These books propagandize the "glory and honor" of taking land and oppressing native people for European purposes that are portrayed as holy and valid [Loewen 1996].

Specific Examples of Bias in Seaman's Journal (note the book does not contain page numbers and references to bias are made according to the dates and locations mentioned)

- Open the book and have students look at the map. (sometimes bias can be more about what is not included or represented) American Indian nations are invisible – except for those highlighted as encountering Lewis and Clark along their journey.
- Ask students what they know about the Louisiana Purchase. Why might some American Indians view this as the largest real estate swindle in world history? Did the American Indian nations included within the Louisiana Purchase benefit or receive money from sale of their land? Point out this land was sold under the assumption that European nations had the right to claim land that was already occupied regardless of what the Native inhabitants thought or said.
- Inside cover 3rd paragraph done states:
"Seaman tells of his love for Sacajawea, the Shoshone woman whose husband was interpreter and guide, and her baby whom Clark nicknamed "Pomp."
- Ask students if they notice anything about this statement. In reality, Sacajawea was also utilized as an interpreter and guide but this statement fails mention that fact.
- Last paragraph contains a sentence referring to the plants they "discovered" – mention that most of these plants were already well known by many of the Indian peoples Lewis and Clark encountered. They were only unknown to this particular group of travelers.



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- Pittsburgh, Pennsylvania, August 1803 – “Corps of Discovery” again bring up issue of discovery for whom.
 - Camp Along The Missouri River, May 22, 1804 – Kickapoos are mentioned. Ask students how many tribal nations encountered Lewis and Clark on their journey. Over 50 tribes were encountered – in the U.S. we have over 500 different tribal nations.
 - Missouri River, North Of Platte River, August 1804 – ask students about the following sentence: “Lewis spoke of peace and explained that the French and Spanish had sold the land to a “new Great Father,” the president of the United States. (as if there was an “old Great Father”) – What does this imply? Ask students if they think the two tribes mentioned got to have any say in whether or not they wanted their lands sold. – Also note the graphic at the bottom of the page – labeled as Indian beadwork – would have been better if the author specifically mentioned which tribe this beadwork came from instead of using the generic term Indian.
 - Big Sioux River, August 25, 1804 – Once again the author should’ve been tribal specific instead of saying “We heard an Indian legend...” which tribe?
 - Off Teton River, September 1804 – Point out to students that the word Sioux is actually not what the Teton Lakota historically referred to themselves. Sioux is actually a derogatory term used by the Ojibway (historical enemies of the Lakota) to refer to the Lakota – It means treacherous enemy or snake like. French fur trappers initially interacting with the Lakota picked up this term from the Ojibway and that is how that name came into use. Note: many tribal nations are reclaiming their own names – ie. The Devils Lake Sioux Tribe now call themselves Spirit Lake Dakota.
 - Other examples of bias – makes assumption that the Lakota only have bad manners. Last sentence is problematic. “The Sioux eat dogs!” There was and still is (conducted by only a few people in very spiritual ceremonies) the eating of dog. Could mention that some cultures view the eating of cow as disgusting – ie. Hindu’s view the cow as a sacred animal and would not think of eating beef.
 - Village Of The Arikaras, October 9, 1804 – Use of the term “servant” instead of the more accurate “slave” in reference to York. York was promised his freedom after the journey but never got it.
 - Fort Mandan, December 25, 1804 – “Even the Mandans danced.” Somehow assumes that the Mandans did not usually dance. Singing and dancing (for fun and for ceremony) was a big part of Mandan life.
 - Bitterroot Mountains, October 9, 1805 – There is no tribe called the Flatheads. There is a Flathead reservation with Salish, Kootenai and Pend d’Oreille Tribes. Also note the graphic with the label “Flathead”
- Note: It is important to point out the issue that the bias contained within this story is unintended. The author was just writing from a particular point of view (in this case, attempting to write a cute story from the perspective of the dog).

Guided practice:

- Have students review and present their findings: Oral and/or written presentations to the class.
- Students could make use of scanners or digital cameras and powerpoint (or similar program) to make their presentations. Bias text could be digitized for easier presentation format. Images also could be imported into Word or Wordperfect documents.

Assessment:

- Facilitate a class discussion around the bias contained within Seaman’s Journal.
- Individual/small group presentations/discussions.
- Students could check out library books with American Indian themes and review for bias – ie. *Indian In The Cupboard* by Lynn Reid Banks is full of biased language.
- Summary paper of books/materials reviewed and results.
- Have students rewrite biased statements.

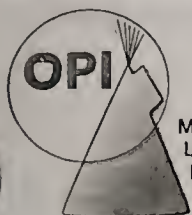
Assessment is an ongoing process, students will be aware of language bias in curriculum and should be able to point out future instances in other curricular areas.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students research an author’s background experiences to determine whether they are qualified writers on the particular topic or subject. They apply the steps of an inquiry process, especially as they locate and evaluate author information, and gather and synthesize the information. [GLE 5]
- Students know the characteristics of quality of information, and utilize these as they read a story. They detect bias, stereotypes, in selections, and articulate other possible points of view. [, GLE 7/8:2]
- Students self regulate their own reading performance, and know how/when to evaluate for quality of information and bias. [RDG 2, GLE 7/8: 4.5.
- Students identify biases which contribute misinformation in the selection; they identify other possible points of view (for example, Indigenous perspectives) which were left out of the selection.

Other Evidence:



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Grade 5 - HEROES, ELDERS, HISTORIC FIGURES, CONTEMPORARY TRIBAL LEADERS

Stage 1 - Desired Results

Established Goals:

- Identify and research leaders from various levels (e.g., tribal, local, state, federal, and branches of government); these may include not just official government leaders, but also Elders revered for various types of knowledge, community leaders, etc. [GLE 5.2.4]
- Apply inquiry process steps to locate resources, gather and synthesize information, create a biography and evaluate the biography. [GLE 5.1.1.]

Understandings:

- Students can explain the significance of knowledge held by certain Elders.
- Students can explain that being an "Elder" may not be related to age.
- Students can explain why a person is significant in history, or why the person is regarded as a contemporary tribal leader.

Essential Questions:

- Who is regarded as a famous Elder (or historic figure, or contemporary leader) for this tribe?
- Why has this person been identified as an Elder (or famous historic figure, or contemporary leader)?
- What should we know about this person (who, what, when where, why)?
- Where can we find information about these Elders, historic figures, and contemporary tribal leaders?

Students will be able to...

- Students know about certain Elders, tribal leaders, and famous historic figures from the 12 MT tribes. They can name these people, and tell why they are revered.

Stage 2 - Assessment Evidence

Performance Tasks:

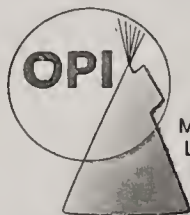
- Students research famous elders, historic figures, contemporary tribal leaders (such as those in positions of responsibility on a Tribal Council). The goal (per student) is to know about at least one such person from every tribe in Montana.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the list of Elders, Historic Figures, and Contemporary Tribal Leaders; they should place their copy in their notebook for future reference. During the year, each student will research at least one person from each tribe.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their research processes.
- E= Teachers and (sometimes) the Librarian guide the research activities. Students should research in order to know the who, what, when where, why about the person they are researching.
- R= Students take their own notes, and discuss what they have learned with one other student, or within a group of four students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. A "mini-Telling" to others (before writing) helps organize thoughts for writing. Those listening need to listen carefully for the Who, What, When, Where, Why, and provide feedback that will help the writer to write a good biography of the person researched. This is a first good step in providing appropriate peer response.
- E= Students evaluate their work using the Biography Rubric. Students should retain their notes as a part of their work efforts on this assignment. Student notes should be attached behind their final draft, and should be graded as a part of the assignment. Students share their written biographies with one another in small groups.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform their research about Elders, famous tribal members and leaders, based on their different needs and abilities.
- O= Students will complete the activities in about two-three class periods (about 50 minutes each); this should keep student engagement and learning high.



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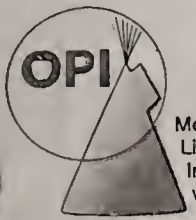
Vocabulary/Concepts:

- New: Elders, Tribal government leaders

Teacher Background

- Utilize the list of Elders, historic figures and contemporary tribal leaders to aid your class in the identification of people to research. Remember that this list is constantly being updated (names added) at the OPI Indian Studies Website—you will find the list there.
- Give this list to your librarian ASAP so that he/she can begin to gather information and possible websites for students to search.
- Students write 1-2 paragraph biographies (they should not just copy the information they find); they perform peer responses on one another's papers, as a means to help the writer add information/improve the written biography.

- Heroes / Contemporary Leaders
- Names submitted by MACIE members
- **Apsáalooke (Crow)**
-
- Medicine Crow
- Plenty Coups
- Pretty Eagle
- Sore Belly
- Whiteman-Runs-Him
- Goes Ahead
- Hairy Moccasin
- Curly
- Dr. Joseph Medicine Crow
- Dr. Barney Old Coyote
- Dr. Janine Pease
- Mr. Carl Venne
- Mr. Robert Yellowtail
-
- **Blackfeet**
-
- **Northern Cheyenne**
-
- **Fort Belknap – Assiniboiné and Gros Ventre**
-
- **Flathead – Salish, Kootenai, Pend d'Oreille**
-
- **Fort Peck – Assiniboiné and Sioux**
-
- Robert Four Star (Assiniboiné)
- Ronnie Dumont (Assiniboiné)
- Carl Four Star (Assiniboiné)
- Caleb Shields (Sioux)
- Shep Ferguson (Sioux)
- Pearl Nation (Sioux)
- Victor Four Star (Assiniboiné)
- Joe Miller (Assiniboiné)
- Dallas Four Star (Assiniboiné)



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- Mercy White Bear (Sioux)
- Donald White Bear (Three Affiliated Tribes)
-
- **Little Shell Chippewa**
-
- Traditional
- Little Shell Chiefs
 - Little Shell I
 - Little Shell II
 - Little Shell III
- Red Thunder
- Rising Sun
- Thomas Little Shell
- John Babtist Bottineau
- Louis Reil
- Gabriel Dumont
-
- Contemporary
- Joe Dussome
- Kathleen Fleury
- Don Bishop
- John "Bud" Sinclair, lives in Helena.
-
- **Chippewa - Cree Tribes**
- Dr. Robert Swan
- Ms. Margaret 'Peggy' Nagel
- Bert Corcoran
- John "Roddy" Sunchild
- Joe Big Knife
- Nadine Morsette
- Harold Monteau
- Charles Gopher
- Roger St. Pierre, Sr
- Dr. Nate St. Pierre
- Fine Bow
- Well Off Man
- Peter Kennewash
- Chief Goes Out
- Frank Billy
- Fred Nault
- Malcolm Mitchell

Indian Education for All

Model Lesson Plans Social Studies Grade 6

Developed
by
Montana Educators

Winter 2006



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INDIAN EDUCATION FOR ALL
GRADE SIX MODEL LESSONS
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Preface

Seven Essential Understandings About Indians
Curriculum Planner and Instructional Suggestions

MODEL LESSONS

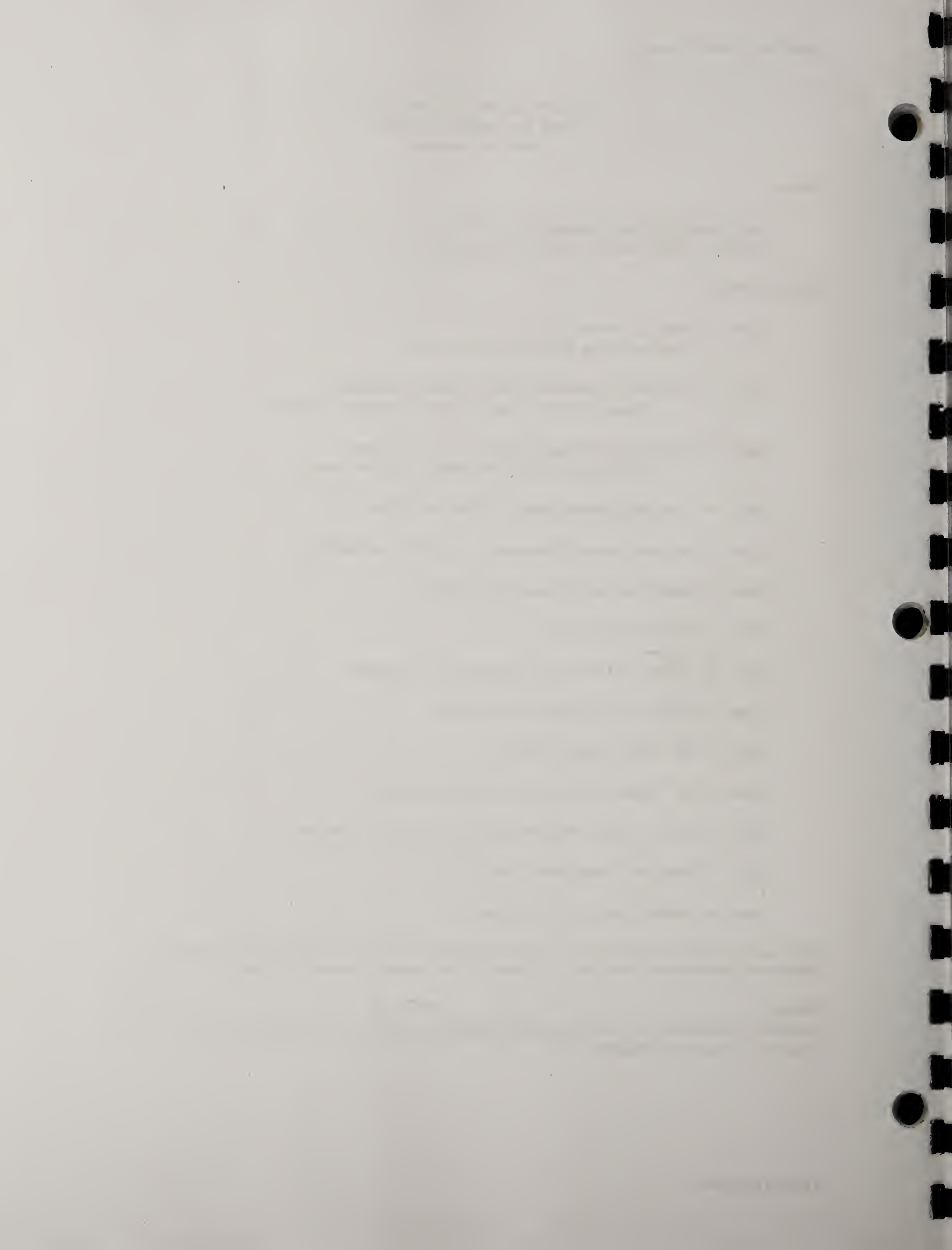
- Topic 1 What is Culture? (Part I)
Montana Indian Tribal Cultures (Part II)
- Topic 2 Evaluating Information Quality: Primary, Secondary
Sources, Point of View, Embedded Values of Authors
- Topic 3 Interpreting and Applying Information To Support
Conclusions and Solve Problems in the Real World
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- Topic 7 What is Sovereignty?
- Topic 8 Effects of Technological Advances on Civilizations
- Topic 9 Features of MT Indian Reservations
- Topic 10 MT Tribes: Places Revered
- Topic 11 MT. Tribes: Comparing Traditions And Origins
- Topic 12 Famous Elders, Historic Figures, Contemporary Leaders
- Topic 13 Historical Events and Social Issues
- Topic 14 Indian Identity: The Continuum

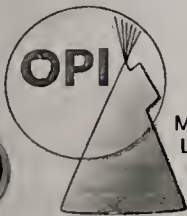
Other Lessons Available: Other lessons were prepared by agencies, tribes, and educators, using the Essential Understandings and Montana Social Studies Standards. They are provided at the end of this guide.

Glossary

Appendix I Resources, MT SS Standards & Benchmarks, Grade Level Expectations, P-12

Appendix II Assessment Rubrics





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Model Lesson Plan

Social Studies

Grade 6 - Topic 1 - What Is Culture?

Stage 1 - Desired Results

Established Goals:

- Students demonstrate their understanding of culture by describing how the concept of culture relates to their own experiences.
- Students will be able to explain some of the features of their own culture.
- Students can define culture and explain some of its attributes.

Understandings:

- Everyone has a culture. It shapes how we see ourselves, others, and the world.
- Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones.
- All people share basic needs (e.g., food, shelter, respect).
- Each person learns a set of behaviors and beliefs from the people they grow up with.
- Each individual has unique talents and preferences.

Essential Questions:

- How does culture shape the way we see ourselves, others, and the world?
- How does my culture shape me?
- Why is it important to understand culture?
- How do the invisible aspects of culture influence the visible ones?
- Why is it important to understand the relationship between the two?

Students will be able to...

- Show respect and their awareness of another's culture.
- List examples of their own culture.
- Define and give examples of the visible and invisible aspects of culture.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students will be able to define the concept of culture.
- Students will be able to explain attributes of culture.
- Students can distinguish between the visible and invisible aspects of culture.
- Students will be able to explain how the invisible aspects of culture influence the visible ones.

Other Evidence:

Stage 3 - Learning Plan

Vocabulary/Concepts:

- New: culture, visible culture, invisible aspects of culture.
- Review: stereotypes, bias, point of view, basic needs

DAY ONE:*Building Bridges:*

A Peace Corps Classroom Guide to Cross-Cultural Understanding

Lesson 1: Introducing Culture

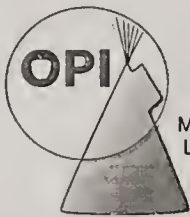
Enduring Understanding:

- Everyone has a culture. It shapes how we see the world, ourselves, and others.

Essential Questions:

- How does culture shape the way we see ourselves, others, and the world?
- How does my culture shape me?
- Why is it important to understand culture?

- Objective: Students will be able to describe how the concept of culture relates to their own experience.
- Materials: Paper and pencils



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Introduction

When teaching about culture, keep in mind that culture is just one of numerous influences on behavior. People can differ from each other in many other aspects; e.g., personality, age, gender, level of education, abilities, and any other personal features that make each individual a unique human being. We need to be careful of over-generalizing or making statements like: "She's an American, so that explains why..."; or "He's from New York, so that explains why..."; or "He's a Canadian, so that explains why" Cultural groups do have certain characteristics in common. But within each group, there is always a broad range of individual differences. Students might ask why people from the United States would need to have their culture revealed to them—isn't their own culture pretty obvious? But people within a culture are in many ways the least able to see it. Cultural beliefs, values, and behaviors are so ingrained that we are often unaware of our own.

Instructions

- Ask students to imagine that they are extraterrestrials— peaceful, intelligent creatures from another planet who have been given the mission of spending a week researching life in your community and school. Their mission is to find answers to the following questions: What is unique, different, or interesting about your school and community? What explains why humans in your community and in your school think and act the way they do? The extraterrestrials are expected to return to their home planet to report their observations and findings.
- Ask students to work in groups of three or four to discuss and write down observations extraterrestrials would make about life in their community. Provide several examples, such as:
 - a. "People live in small groups in houses or apartments. Children live with older people."
 - b. "Young people spend their days together in buildings in large groups."
 - c. "Young people dress in several styles that are different from each other."
 - d. "Older people dress differently from kids."
 - e. "Older people teach younger people what is expected."
 - f. "People eat together, usually sitting around a table."
 - g. "People look at watches and clocks a lot."
 - h. "There are lots of cars. They drive on the right side of the road. People seem to know when to stop and go by obeying colored lights."
 - i. "When people meet, some hold hands and shake them up and down. Others put their arms around each other."

Tell students that an important part of the extraterrestrials' mission is to answer these questions:

- What is important to human beings?
- Why are some things about human beings the same, and why are some things different?
- Why don't all people think and act the same way?
- What are the rules? How are they learned?
- What shapes how human beings see the world, themselves, and others?

Once students have shared their observations and questions in class discussion, ask them to step out of their role of extraterrestrials and now think about themselves. Ask students to take home the following questions and discuss them with their families.

- How and why they dress the way they do?
- How and why they celebrate certain holidays?
- The foods they eat and the way they've been taught to eat them?
- What is the polite thing to do?
- The traditions in their family?
- What is important to them?
- What influences and shapes the way they think and act?

The following day, have students discuss their answers in class. Explain to the students that we call these types of influences in our lives "culture." Introduce students to the enduring understanding: Everyone has a culture. It shapes how we understand the world, ourselves, and others.

DAY 2:

- Materials:
 - Worksheet #1: Features of Culture
 - Worksheet #2: Everyone Has a Culture—Everyone Is Different

Instructions

- Write the following statements on the board:
 - a. • No one is exactly like me.
 - b. • I have many things in common with the members of my family and community.
 - c. • Every person in the world needs some of the same things I need.
- Point out to students that people in various groups often look at people in other groups as "different." Ask students whether they have seen this occur in



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their school or community. If so, why has it happened?

- Ask students to describe some of these differences. Then ask why people in one group might behave differently from people in another group.
- Explain that many differences are related to culture—beliefs and ways of living that are handed down from one generation to the next.
- Working from the statements on the board, explain that all people share basic needs, and ask students for several examples (e.g., food, shelter, love, respect). In addition, each of us learns a set of behaviors and beliefs from the people we grow up with. Ask students for examples (e.g., the manners we're taught, the way we celebrate holidays, how we are expected to behave toward neighbors). Finally, each individual has unique talents and preferences. Again, ask students for examples (e.g., I'm good at math, I'm good at soccer, I don't like chocolate).
- Explain that when we talk about behaviors and beliefs that a group of people have in common (not individual talents and preferences), we are talking about culture.
- Now have students look at some of the features of culture. Provide each student with a copy of Worksheet #1, Features of Culture. Ask the students to complete the worksheet by filling in an example for each feature of culture. Work through a few of the features with the students to ensure they understand that they are being objective observers of their own taken-for-granted customs.
- Take the five features of culture that follow and ask students to discuss the following questions about these features:
 - a. Celebrations: What kinds of celebrations are important in your family? In the United States?
 - b. Greetings: How do you generally greet people you don't know? People you do know?
 - c. Beliefs about hospitality: How do you show hospitality in your community? In your school? In your home?
 - d. The role of family: Is there a particular age at which you celebrate an important event in your life with your family or community?
 - e. Attitudes about personal space and privacy: How important do you feel it is to have personal space and privacy?
- Conduct a class discussion:
 - a. What conclusions can you begin to draw about the culture of the United States?
 - b. What are your impressions about how U.S. culture has shaped you?
- Review Worksheet #2, Everyone Has a Culture—Everyone Is Different, with students. For homework, ask students to complete Worksheet #2. This will help them identify unique aspects of their own culture. Students will follow up on this worksheet in class in Lesson 3.

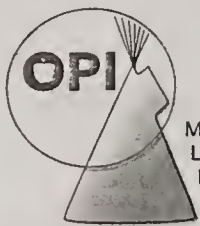
Y 3:

- Students will be able to define the concept of culture.
- Students will be able to explain some of the attributes of culture.

Materials: Paper and pencils

Instructions

- If students have not done Lesson 2, ask them to take Worksheet #2 home and fill it out for this lesson.
- Have students form small groups and compare their homework responses to Worksheet #2. After the groups compare their responses, ask:
 - a. Were your responses to the questions exactly alike?
 - b. What differences did you find among responses?
 - c. How can you explain the differences?
- Explain to students that their responses to the worksheet questions were partially shaped by the culture in which they were raised. Make the point that if these questions were given to students from another culture, their answers would be different because they have grown up in a different culture. Perhaps they have already found significant differences among their small groups.
- Write the enduring understanding for this lesson on the board: Everyone has a culture. It shapes how we see the world, ourselves, and others. Ask students now to address these questions:
 - a. What is culture?
 - b. How does it shape the way we see the world, ourselves, and others?
- Write the word "culture" in bold capital letters across the board. Ask students as a class to come up with a definition. They may find it easier to list aspects of culture—different elements that are true of culture—than to come up with a full definition. Such a list might include:
 - a. Culture has to do with values and beliefs.
 - b. Culture involves customs and traditions.
 - c. Culture is collective, shared by a group.
 - d. Everyone has a culture.
 - e. Culture is learned.
 - f. Culture influences and shapes behavior.
 - g. Culture is transmitted from generation to generation.
 - h. Culture is often unconscious; people are sometimes not aware of how their behaviors and attitudes have been shaped by their culture.
- People in all cultures have common needs.
- Then provide the following definition:
 - a. Culture is a system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of people. It includes customs, language, and material artifacts. These are transmitted from generation to generation, rarely with explicit instructions.
- Use the following questions to focus discussion on the role culture plays in forming our behaviors and beliefs:
 - a. How do you think you learned your culture?



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- b. How do you think your culture has shaped you? How has it influenced your values, preferences, and beliefs?
- c. Despite the differences in culture in our class, what are some things that everyone in our class has in common?
- d. How does culture shape the way we see ourselves, others, and the world?

DAY 4: Culture Is Like an Iceberg

Enduring Understandings:

- Everyone has a culture. It shapes how we see the world, ourselves, and others.
- Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones.

Essential Questions:

- How do the invisible aspects of culture influence the visible ones?
- Why is it important to understand the relationship between the two?
- Objectives:
 - a. Students will be able to distinguish between the visible and invisible aspects of culture.
 - b. Students will be able to explain how the invisible aspects of culture influence the visible ones.

Materials:

- Outline drawing of an iceberg for each student
- Worksheet #1: Features of Culture

Instructions

- Before beginning this lesson, remind students that
 - a. Culture is a complex concept.
 - b. Everyone has a culture.
 - c. It shapes how we see the world, ourselves, and others.
- Explain that metaphors often help us understand big ideas by relating something we don't know to something we do know. A useful metaphor for culture is an iceberg. Ask students what they know about the size and shape of icebergs. How much of an iceberg is above the water? How much is underwater?
- Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.
- Ask students to look back at Worksheet #1, Features of Culture. Review with students that the numbered items on the list are all features of culture. If students haven't completed the worksheet, make sure that they understand all the features on the list. Ask them for examples, or provide examples if needed.
- Provide students with a copy of an outline drawing of an iceberg with a clear line delineating the part of the iceberg that is above the water's surface and the larger part that is below the surface.
- Divide students into groups of four. Ask them to bring the Features of Culture worksheet with them. Have them discuss in their groups which features of culture they think are visible and which are invisible.
- Ask students to look at both their outline drawing of the iceberg and their Features of Culture worksheet. Have them review the features one by one and decide as a group if a particular feature belongs above the line (i.e., is "visible") or below the line (i.e., is "invisible"). Have students write above the water line the numbers of those features of culture that they, as a group, consider to be observable features. They should write the numbers of the "invisible" features below the water line. Do the first few features with them. Provide examples, e.g., values cannot be directly observed; holiday customs are visible.
- After students have had time to work in groups on the remaining features, have each group pair with another group and compare their placement of features. Students must be prepared to say why they placed a particular feature where they did. (Note: In the list of features, the numbers that should appear below the water line are #3, #4, #6, #8, #9, #10, #16-18, #22-24, #26-30.)
- Ask students whether they see any item below the water line that might influence or determine any item above (e.g., ideas about modesty might affect styles of dress; religious beliefs might influence holiday celebrations, painting, and music).



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Grade 6 - Topic 1 Part II - Montana Indian Tribal Cultures

Stage 1 - Desired Results

Established Goals:

- Students demonstrate their understanding of one or more MT Indian tribal cultures by describing attributes of the culture and traditions associated with that/those tribes.

Understandings:

- Everyone has a culture. It shapes how we see ourselves, others, and the world. (Review)
- Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones. (Review)
- All people share basic needs (e.g., food, shelter, respect). (Review)
- Each person learns a set of behaviors and beliefs from the people they grow up with. (Review)
- Cultures, traditions and languages of MT tribes form the base for tribal decisions.

Essential Questions:

- How does culture shape the way we see ourselves, others, and the world?
- How does the culture of the _____ tribe shape tribal decisions?
- Why is it important to understand culture?
- How do the invisible aspects of culture influence the visible ones?

Students will be able to...

- Show respect and their awareness of another's culture.
- Define and give examples of the visible aspects of the culture associated with the _____ MT Indian tribe, taking care not to over-generalize. [Utilize the tribe(s) nearest your school's location]
- Keep a notebook or log of the new words and ideas they have learned, and review this information at intervals decided by the teacher

Stage 2 - Assessment Evidence

Performance Tasks:

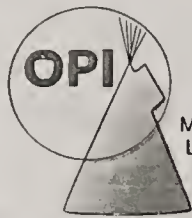
- Each student completes the in-class and out of class assignments.
- Each student keeps a notebook/log of notes and the new ideas/concepts/vocabulary they have learned, and can judge their notebook based on a rubric (see proficiency indicators in the assessment folder).

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the worksheets described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions will probably have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the implications of visible and invisible aspects of a culture. Respect for all viewpoints should be honored by all students.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students evaluate their work, telling (write/tell) what they have learned about culture (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities.
- O= This is probably a 3 class period assignment and discussion; most of the work will be done the first day; discussion of essential questions about culture is essential; this sets up the work. These learnings about culture will be used and referred to throughout the year.



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Teacher Resources:

- Utilize the background information on the culture of each Indian tribe in Montana. These are found in the book, *Montana Indians*.; this is also available at: www.opi.mt.gov

TEACHER NOTE:

- This unit on MT Indian tribal culture will take 3-5 days to complete. It ensures that students have factual information about MT tribal culture, and information can be used to make comparisons among the MT Indian tribes, and other cultures (for example, cultures in other geographic locations, and at different times. Students should continue keeping a notebook of their worksheets and their notes and handouts, so that they can refer to this information as needed (for review and future reference).

Vocabulary/Concepts:

- New: culture, visible culture, invisible aspects of culture.
- Review: tribal decisions, basic needs

DAY ONE:

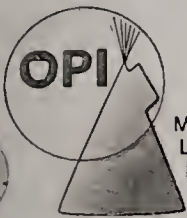
- Utilizing the information provided on the culture of the tribe selected, lead students in a discussion of cultural attributes, using the same discussion points used in Day 2 of Topic 1, Part 1, What Is Culture.
- While lessons in Topic 1, Part 1 concentrated on both visible and invisible aspects of culture, concentrate on the VISIBLE aspects in this lesson. Students may enjoy talking about invisible aspects as well, but they will not be held accountable for those aspects in this lesson.
- Have students note the visible aspects of the MT tribal culture in their notebooks.
- Students should use their Student Glossary (make a copy for each student, and ensure that they 3-hole punch their glossary and add it to their notebook) to define and use the words for the particular MT Indian culture they are studying. The terminology chosen as important for the particular tribe should also be added into the student's notes in the notebook.

DAY TWO:

- Lead a quick discussion of the cultural attributes discussed in Day 1. Ensure that all students have reviewed the material.
- Each student should use his/her notes from their notebooks to complete a worksheet on Cultural Attributes of _____. (See Student Materials By Topic, Appendix III.
- Each student is responsible to place the worksheet in his/her notebook. The information gained from this assignment could be used in a comparison report later, in relation to another culture or civilization (for example, in comparison with ancient cultures, or with cultures from other geographic locations—depending on your local curricular emphases).

DAY THREE:

- Review the enduring understandings which students have been learning, preparatory to the next lesson. (HIGHLY RECOMMENDED)
- This may be a good time to have students or small groups do reports on all of the other tribes in MT. This will also directly aid their abilities to research, write, discuss and report—necessary components of grade 6 curriculum in Social Studies Standard 1, Communication Arts, Library Media, Science Standard 1, and Workplace Competencies.



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Grade 6 - Topic 2 - Strategic Skill: Evaluating Information Quality

Stage 1 - Desired Results

Established Goals:

- Students evaluate information quality (e.g., accuracy, relevance, fact, fiction, primary or secondary source, point of view, embedded values of author). (SS 1:8.2)

Understandings:

- Students understand ways to determine the accuracy of information (finding errors by reading and comparing, finding inconsistencies or variations in facts). (Review)
- Students understand information relevance; that is, how does the information which was found relate to the information needed. (Review)
- Students understand the differences between fiction and fact. (Review)
- Students know differences between primary and secondary sources, and identify relevant primary and secondary sources in the context of learning about MT Indians.
- Students identify the point of view(s) in fiction and non-fiction selections, including information about MT Indians.
- Students identify the embedded values of authors in fiction and non-fiction selections, including information about MT Indians.

Essential Questions:

- How can we determine whether the facts we find or hear are accurate?
- Does the information we find relate to the information we need? How important is it?
- How can we determine the difference between fiction and facts?

Students will know...

- Good readers evaluate the information they find, and decide whether it is accurate. (SS GLE 1.2, ML 1.4.4, RDG GLE 3.2)
Accuracy of information is essential.
- Good readers identify the points of view in a story or narrative; knowing the point(s) of view helps the reader to understand where the information is coming from.
- Good readers can identify first-person point of view; in a first person point of view, one character in the story usually tells the story.
- Good readers identify stories/narratives written from the third-person point of view; this is a story or narrative told by a narrator/observer outside the story.
- Good readers identify and evaluate the author's point of view as a part of determining the author's embedded values.

Students will be able to...

- Read information to verify facts for accuracy. They can detect errors, inconsistencies, and list only the accurate facts found about a particular event or person.
- Determine the relevance of information they find, evaluating it to determine whether it should be included in a report.
- Identify the point of view of a story/narrative, including first-person point of view and third-person point of view. [basic level]
- As a classroom group, and with teacher assistance, critique for an author's embedded values. [basic level]
- Keep a notebook or log of new words, ideas, and notes, and review this information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

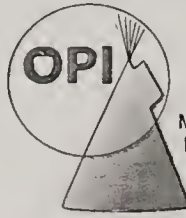
- Each student evaluates information quality — accuracy, usefulness, fact/fiction.
- Students utilize student rubrics to gauge their own performance.
- Students, given passages and brief narratives, can detect errors, inconsistencies, accurate facts, inaccuracies, information relevance, points of view, and embedded values of authors. (Frequent checks through reading, listening, informational research).

Other Evidence:

Stage 3 - Learning Plan

Vocabulary/Concepts:

- NEW: Primary Sources, Secondary Sources, Point of View, Embedded values of authors.
- REVIEW: stereotypes, biases



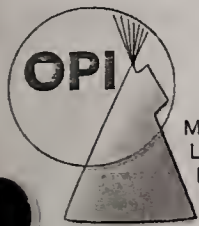
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Background:

These are pivotal skills for grade six students. These skills lay the foundation for understanding and appropriately utilizing primary and secondary documents.



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Grade 6 - Topic 3 - Interpreting and Applying Information to Support Conclusions and Solve Problems

Stage 1 - Desired Results

Established Goals:

- Use information to support statements and practice basic decision making strategies, in real world contexts (e.g., individual and group research projects, class elections, playground and classroom rules) [GLE 6.1.1]
- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). [GLE 6.2.1]

Understandings:

- Students will know why and how misunderstandings in cross-cultural settings occur. [It's easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of individuals from another culture, you have to try to see the world from their point of view, not just yours.]
- Students will use accurate information to support statements they make in discussions of other cultures. Accurate information is supported by facts and reasoned judgments; an explanation made up of only opinion is probably not very helpful.
- Students will apply listening skills and point of view context as a means to identify misunderstandings and making reasoned judgments. Points of view and context(s) of a situation (the setting) should always be accurately identified in order to prevent misunderstandings.
- Students will continue to practice the steps of good decision making in classroom contexts involving rules enforcement, listening skills, resolving misunderstandings, and understanding the other person's point of view (review)

Essential Questions:

- How can I learn to see things from another culture's point of view? Why is it important?
- What skills do I need to have?
- If you did develop these skills, how could it lead to greater harmony and understanding right in your own school and community?

Students will be able to...

- Demonstrate the skills of careful listening during discussions about MT Indians, make reasoned judgments in classroom discussions and assignments, and apply reading, writing, and listening skills to identify opinions and facts.
- Consistently demonstrate their abilities in recognizing and tolerating the beliefs and actions of others in academic and non-academic situations.
- Keep a log of the new words learned, notes required, assignments completed, and review information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

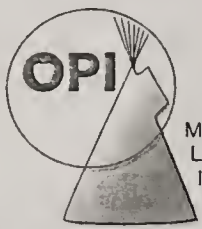
Performance Tasks:

- Demonstrate their understanding of a situation, from another culture's point of view.
- Demonstrate their respect of another's beliefs and actions, even though these differ from one's own beliefs and ideas.
- Apply the skills of careful listening, making reasoned judgments based on good information, recognizing and tolerating the beliefs and actions of others.
- Demonstrate an understanding of the differences between opinions and facts.

Other Evidence:

Utilize the listening rubrics during classroom discussions, and score themselves during the discussions (this contributes to workplace competencies).

- Demonstrate an understanding of the factors causing conflict and contributing to cooperation among groups (misunderstandings).



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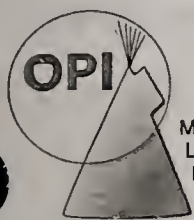
Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions Understandings, and the materials they need to complete their work. They will need the worksheets described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed. Essential questions are designed to make students think carefully.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the implications of aspects of a culture. Respect for all viewpoints should be honored by all students.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students evaluate their work, telling (write/tell) what they have learned about culture (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities.
- O= This will take several days for the assignments and discussion. Discussion of essential questions about culture is essential; this sets up the work. These learnings about culture will be used and referred to throughout the year.

Teacher Resources:

- Make a copy of the Student Glossary, Topics 3-4 [this is a single page] for each student, and ensure that students place these in their notebooks. The vocabulary terms will be used with topics 3-4, and with future lessons.
- Viewpoint and Evidence Organizer. One for each student. This is an organizer used in both fiction and nonfiction to help students analyze author's opinion and the evidence regarding its support. [Adapted from Great Source Education Group's Reader's Handbook: A student Guide for Reading and Learning, 2002. Many reading texts and social studies texts have similar formats for this.]
- Utilize lessons from your reading series or your social studies materials which remind students of propaganda techniques. These techniques should be taught over the course of the year, utilizing fiction and non-fiction materials—some of these materials as applied in lessons should directly pertain to MT Indians and MT Indian tribes. THIS SET OF SKILLS IS ESSENTIAL FOR GRADE SIX STUDENTS. [See suggestions for the propaganda techniques/skills to be taught, as shown below]



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Social Studies

Grade 6 - Topic 4 - Explaining Factors Causing Conflict and Cooperation

Stage 1 - Desired Results

Established Goals:

- Describe factors causing conflict and contributing to cooperation among groups, especially as such conflicts relate to MT Indians and MT Indian tribes. (GLE 6.2.1.)
- Practice the skills of making reasoned judgments using facts, and respecting another's viewpoints. (GLE 6.2.1)

Understandings:

- Students will know why and how misunderstandings in cross-cultural settings occur. [It's easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of individuals from another culture, you have to try to see the world from their point of view, not just yours.]
- Students will use accurate information to support statements they make in discussions of other cultures. Accurate information is supported by facts and reasoned judgments; an explanation made up of only opinion relies on the person's embedded values.
- Students will apply listening skills and point of view context as a means to identify misunderstandings and making reasoned judgments. Points of view and context(s) of a situation (the setting) should always be accurately identified in order to prevent misunderstandings.
- Students will continue to practice the steps of good decision making in classroom contexts involving rules enforcement, listening skills, resolving misunderstandings, and understanding the other person's point of view (review)

Essential Questions:

- How can I learn to see things from another culture's point of view? Why is it important?
- What skills do I need to utilize consistently to do this?
- Why is understanding a situation from another culture's point of view important?
- What are some good ways to avoid conflict and misunderstanding?
- How can respecting another's beliefs and actions, even though these differ from one's own beliefs and ideas, help?
- If you did develop these skills, how could it lead to greater harmony and understanding right in your own school and community?
- When you look at conflicts, what factors should you consider in making judgments about them? Where can you get the facts necessary?

Students will be able to...

- Keep a notebook or log of the new words ideas, and notes for the topics, and review this information at intervals decided by the teacher.
- Express their knowledge and skills, by determining their own levels of performance, using the rubrics provided.
- Identify and apply their knowledge of careful listening, making reasoned judgments, recognizing and tolerating the beliefs and actions of others, and what is fact, what is opinion.

Stage 2 - Assessment Evidence

Performance Tasks:

- View the DVD "Two Worlds at Two Medicine" [Source: Curly Bear Wagner—should be available in your school library.].
- Discuss the conflict which occurred, and its consequences at the time, and today.
- In dyads or in groups of 4, students complete the viewpoint and evidence organizer (see below); students will need time to discuss, prior to reporting out their results to the entire class. REPORTING THE RESULTS FOR ALL GROUPS IS ESSENTIAL TO STUDENT LEARNING. All students turn in (for a grade) their own copy of the Viewpoint and Evidence Organizer.

Other Evidence:



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Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the Organizer described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed. Essential questions are designed to make students think carefully. Students and teacher view the DVD Two Worlds at Two Medicine [Source: Curly Bear Wagner].
- E= Teacher guides the ensuing discussion and class activities, ensuring that students as a group, and in discussion, understand the implications of aspects of a culture. Respect for all viewpoints should be honored by all students.
- R= Students discuss what they have learned in small groups. How is this particular encounter viewed today by the Blackfeet? By others? The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students evaluate their work, telling (write/tell) what they have learned about the encounter at Two Medicine, and how it has influenced relations between the Blackfeet and white culture today (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities.
- O= This will take a few days for the assignments and discussion. Discussion of essential questions about cultural confrontations and misunderstandings is essential.

Vocabulary/Concepts:

Conflict Results from opposing needs, drives, wishes and internal or external demands.

Cross-cultural setting A setting which requires the understanding of another's culture.

Fact A statement or an idea that is known to be true; it is backed up by proven details.

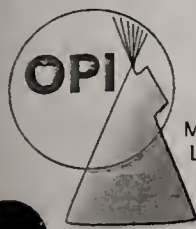
A reasoned judgment relies on factual information which supports the belief being made. When making a reasoned judgment, one might use words such as believe and probably. These words indicate that a judgment is being made.

An **opinion** is just that—someone's opinion. Some of the clue words and phrases which an opinion giver might use include I feel, I think, "good", "best".

Point of View The standpoint from which something is considered or valued. An author presents a story from a certain perspective or vantage point. Stories are usually told from **first-person** or **third-person point of view**. In a **first-person point of view** story, a character tells the story; the reader learns only what the character knows, thinks, and feels. In a **third-person point of view story**, the story is told by a narrator outside the story or narrative; this narrator makes observations.

Propaganda Techniques are methods—not based in fact, and used to make persuasive arguments. Critical readers identify these techniques so that they can identify when fuzzy thinking has occurred, or when an argument deliberately appeals to emotion.

Tolerance Respecting beliefs and actions which differ from one's own beliefs and ideas.



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VIEWPOINT AND EVIDENCE ORGANIZER

- This type of note taking helps you decide an author's opinion and viewpoint. Examine what has been written or said in order to identify the types of evidence the author has used (facts & statistics, author's personal experiences, experts say, eyewitness accounts). Note that not all of these are always used by an author—only some may be used.
- Identify the types of evidence (and your proof, using examples from the selection you have read or viewed), to help you decide what the author used to persuade you.

SUBJECT or TOPIC

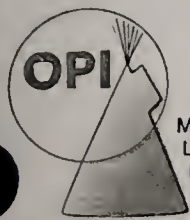
AUTHOR'S VIEWPOINT/IDEAS

Facts Statistics	Personal Experiences	Experts Say:	Eyewitness Accounts
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Your conclusions about the author's writing: _____

- Note Organizer Format:
- Use this type of evidence organizer whenever you are reading to decide author opinion in a selection. Keep this format example in your Notebook, but plan to write notes in this format directly into the notebook in future lessons. This skill must be practiced many times before it becomes a natural way of thinking for you. PRACTICE in all subjects, not just in reading and social studies.

Adapted from Great Source Education Group's Viewpoint and Evidence Organizer, p. 683, Reader's Handbook: A Student Guide for Reading and Learning, 2002.



Model Lesson Plan

Social Studies

Grade 6 - Topic 11 - The Indian Tribes of Montana; Places Revered

Stage 1 - Desired Results

Established Goals:

- Students know that all Montana tribes have special places that are connected to their beliefs and traditions, and that these help form the base upon which tribal decisions are made. (GLE 6.3.1; 6.6.2)
- Students know that beliefs continue today, as tribal cultures, traditions, and languages remain traditional beliefs/ideas. (GLE 6.6.1)
- Students know and can locate the seven Indian reservations of Montana. (GLE 6.3.1) (Review)

Understandings:

- Certain places on and off reservations have special meaning for tribes; these places are revered and respected and require that all people treat these areas with respect and care. (GLE 6.3.1; 6.6.2)
- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (GLE 6.3.1) (Review)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Chippewa. (GLE 6.3.1; GLE 6.3.2) (Review)
- The Little Shell Chippewa do not have a reservation. (GLE 6.3.1) (Review)

Essential Questions:

- What are the characteristics of places that MT Indians revere and respect?
- Why is it important to understand these characteristics?
- What does respect and conservation mean with regard to these places?
- How does my culture shape me? How do these revered and respected places shape tribal culture?

Students will know...

- Characteristics of revered and respected places on and off reservations.
- Ways to be respectful and considerate of such places (etiquette).

Students will be able to...

- Tell the characteristics of revered and respected places on and off reservations.
- Tell ways to be personally respectful and considerate of such places (etiquette).
- Define terms and new words in their notebooks and on class assignments, also making special note of ways to be respectful and considerate of revered and respected places on and off Montana reservations.
- Discuss ideas, enter notes in their notebook, and share information with others in the classroom context.
- Review information learned at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

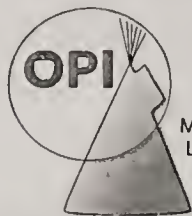
- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments.

Other Evidence:

Stage 3 - Learning Plan

Vocabulary/Concepts:

- NEW: special meaning attached to specific locations, Respect, sacred (with regard to places respected and conserved), ceremonies.
- REVIEW: 7 reservations of Montana, 12 tribes of Montana.



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Lesson Materials:

- Montana wall map, suitable for instruction.

INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF MAP based on Montana Performance Indicators

	TITLE	LABELS	ACCURACY	NEATNESS
4 Advanced	The title clearly shows the map's purpose	Everything is correctly labeled as noted for the map	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	The title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal "proficient" based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	The title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child's performance does not reach his/her personal ideal of "proficient" as compared to other assignments.
1 Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors — or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.



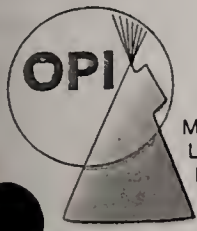
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INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF NOTEBOOK based on Montana Performance Indicators

	ORGANIZATION	CONSISTENCY	ACCURACY	NEATNESS
4 Advanced	The notebook goes beyond the level of accuracy and work expected for the proficient level. The student routinely keeps a notebook without being reminded to do so.	Everything is consistently done, as expected for each assignment. The student requires no reminders to be consistent—he/she is a self starter.	The notebook contains vocabulary words accurately labeled; other additions that the student has made are also accurate. The student has gone beyond the basic assignment.	The notebook work is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	The notebook is easy to read; the student could easily review the vocabulary and items which the teacher has indicated should minimally be in the notebook.	Almost all required vocabulary words have been identified and defined. The work is easy to read—the student has been nearly consistent in producing quality work.	The required vocabulary words and definitions are accurate. The student could easily review these, and may occasionally add in other information found.	The notebook is generally neat and easy to read. The student has attempted a personal “proficient” based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	The notebook is usually easy to read, but sometimes the work is sloppy and the student cannot review his/her own work easily.	Some of the vocabulary words have been written and defined, but the student has selected incorrect definitions; or, the definition given is not complete.	Minor errors are made, and these contribute to misunderstanding of the notebook content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The notebook is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child’s performance does not reach his/her personal ideal of “proficient” as compared to other assignments where he/she achieved that level.
1 Novice	The notebook cannot be found OR few assignments have been attempted. The student requires help to get started.	The student cannot consistently produce the work expected. He/she requires help to complete the work..	The notebook contains major errors—or, for example, no work was attempted.	The notebook is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.



Model Lesson Plan

Social Studies

Grade 6 - FAMOUS ELDERS, HISTORIC FIGURES, CONTEMPORARY TRIBAL LEADERS

Stage 1 - Desired Results

Established Goals:

- Identify and research leaders from various levels (e.g., tribal, local, state, federal, and branches of government); these may include not just official government leaders, but also Elders revered for various types of knowledge, community leaders, etc. [GLE 6.2.4]
- Apply inquiry process steps to locate resources, gather and synthesize information, create a biography and evaluate the biography. [GLE 6.1.1.]

Understandings:

- Students can explain the significance of knowledge held by certain Elders.
- Students can explain that being an "Elder" may not be related to age.
- Students can explain why a person is significant in history, or why the person is regarded as a contemporary tribal leader.

Essential Questions:

- Who are regarded as famous Elders (or historic figures, or contemporary leaders) for this tribe?
- Why have these persons been identified as Elders (or famous historic figures, or contemporary leaders)?
- What should we know about them (who, what, when where, why)?
- Where can we find information about these Elders, historic figures, and contemporary tribal leaders?

Students will be able to...

- Students know about certain Elders, tribal leaders, and famous historic figures from the 12 MT tribes. They can name these people, and tell why they are revered.

Stage 2 - Assessment Evidence

Performance Tasks:

Students research famous Elders, historic figures, contemporary tribal leaders (such as those in positions of responsibility on a Tribal Council). The goal (per student) is to know about at least one such person from every tribe in Montana.

Other Evidence:

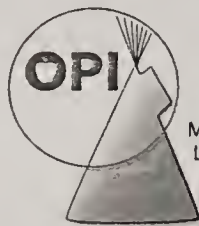
Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the list of Elders, Historic Figures, and Contemporary Tribal Leaders; they should place their copy in their notebook for future reference. During the year, each student will research at least one person from each tribe.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their research processes.
- E= Teachers and (sometimes) the Librarian guide the research activities. Students should research in order to know the who, what, when where, why about the person they are researching.
- R= Students take their own notes, and discuss what they have learned with one other student, or within a group of four students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. A "mini-Telling" to others (before writing) helps organize thoughts for writing. Those listening need to listen carefully for the Who, What, When, Where, Why, and provide feedback that will help the writer to write a good biography of the person researched. This is a first good step in providing appropriate peer response.
- E= Students evaluate their work using the Biography Rubric. Students should retain their notes as a part of their work efforts on this assignment. Student notes should be attached behind their final draft, and should be graded as a part of the assignment. Students share their written biographies with one another in small groups.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform their research about Elders, famous tribal members and leaders, based on their different needs and abilities.
- O= Students will complete the activities in about two-three class periods (about 50 minutes each); this should keep student engagement and learning high.

Vocabulary/Concepts:

- New: Elders, Tribal government leaders



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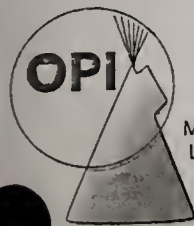
Model Lesson Plan

Social Studies



Teacher Background

- Utilize the following list of Elders, historic figures and contemporary tribal leaders to aid your class in the identification of people to research. Remember that this list is constantly being updated (names added) at the OPI Indian Education Website—you may find even more names there.
 - Give this list to your librarian ASAP so that he/she can begin to gather information and possible websites for students to search.
 - Students write 1-2 paragraph biographies (they should not just copy the information they find); they perform peer responses on one another's papers, as a means to help the writer add information/improve the written biography.
-
- **Heroes / Contemporary Leaders**
 -
 - **Names submitted by MACIE members**
 -
 - **Apsáalooke (Crow)**
 -
 - Medicine Crow
 - Plenty Coups
 - Pretty Eagle
 - Sore Belly
 - Whiteman-Runs-Him
 - Goes Ahead
 - Hairy Moccasin
 - Curly
 - Dr. Joseph Medicine Crow
 - Dr. Barney Old Coyote
 - Dr. Janine Pease
 - Mr. Carl Venne
 - Mr. Robert Yellowtail
 -
 - **Blackfeet**
 -
 - **Northern Cheyenne**
 -
 - **Fort Belknap – Assiniboiné and Gros Ventre**
 -
 - **Flathead – Salish, Kootenai, Pend d' Oreille**
 -
 -
 - **Fort Peck – Assiniboiné and Sioux**
 -
 - Robert Four Star (Assiniboiné)
 - Ronnie Dumont (Assiniboiné)
 - Carl Four Star (Assiniboiné)
 - Caleb Shields (Sioux)
 - Shep Ferguson (Sioux)
 - Pearl Nation (Sioux)
 - Victor Four Star (Assiniboiné)
 - Joe Miller (Assiniboiné)
 - Dallas Four Star (Assiniboiné)
 - Mercy White Bear (Sioux)
 - Donald White Bear (Three Affiliated Tribes)
 -
 - **Little Shell Chippewa**
 -
 - Traditional
 - Little Shell Chiefs



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Social Studies

Little Shell I
Little Shell II
Little Shell III

Red Thunder
Rising Sun
Thomas Little Shell
John Babtist Bottineau
Louis Reil
Gabriel Dumont

Contemporary
Joe Dussome
Kathleen Fleury
Don Bishop
John "Bud" Sinclair, lives in Helena.

Chippewa - Cree Tribes

Dr. Robert Swan
Ms. Margaret "Peggy" Nagel
Bert Corcoran
John "Roddy" Sunchild
The Big Knife
Madine Morsette
Harold Monteau
Charles Gopher
Roger St. Pierre, Sr
Dr. Nate St. Pierre
Fine Bow
Well Off Man
Peter Kennewash
Chief Goes Out
Frank Billy
Fred Nault
Malcolm Mitchell

Indian Education for All

Model Lesson Plans Social Studies Grade 7-8

Developed
by
Montana Educators

Winter 2006



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INDIAN EDUCATION FOR ALL
GRADE SEVEN/EIGHT MODEL LESSONS
Table of Contents

Model Lessons are aligned with the Seven Essential
Understandings Regarding Montana Indians and
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MODEL LESSONS

- Topic 1 Applying all the Steps in an Inquiry Process When Looking
For Information (SS1,4,6)
- Topic 2 Evaluating Information Quality: Primary, Secondary
Sources, Point of View, Embedded Values of Authors
(SS1,4.6)
- Topic 3 Interpreting and Applying Information To Support
Conclusions and Solve Problems in the Real World
[i.e., Tribal Elections, Conflict Resolution] (SS1,4.6)
- Topic 4 Explaining Factors Causing Conflict and Cooperation
Among Groups [i.e., Discrimination, Interactions,
Stereotype Origins, Trade, Treaties] (SS2,5.6)
- Topic 5 Purposes of Government [i.e., Comparing Historical and
Contemporary Purposes, and including MT tribes](SS2)
- Topic 6 Leaders of Government: U. S., State, Tribal.(SS2)
- Topic 7 Tribal Sovereignty: Relationship to Local, State,
Federal governments (SS2,6)
- Topic 8 Principles of Democracy, Including Treaties and
Sovereignty Issues (SS2,5,6)
- Topic 9 Laws and Policies Concerning Technological Advancements
And Their Effects (i.e., Modern Weapons, Allotments,
Land Disputes, Mining, Oil/Coal, Ranching, Water)
(SS2,3,5,6)
- Topic 10 Analyzing Features of MT Indian Reservations and
Points of Historic Significance (SS3,6)

Topics, Continued

- Topic 11 Analyzing Diverse Land Use, Explaining Historical And Contemporary Effects On Environment As These Relate To Montana and MT Indians (i.e., Grazing, Agriculture, Refuges, Recreation, Conservation of Natural Resources)(SS3,5)
- Topic 12 Movement Patterns Leading To Interdependence And/Or Conflict (i.e., Disease, Buffalo Migration, Loss of Land) (SS3)
- Topic 13 Short-Term Physical Changes (Floods, Droughts, Snow Storms) VS Long-Term Physical Changes (i.e., Erosion, Glaciation, Seasonal Nomadic Routes, Traditional Grazing Lands Which Are Lost to Farming) (SS3,5)
- Topic 14 Changes Caused By Human Beings (At The Local Level) (i.e., Hunting & Fishing Rights, Highways, Dams, Mining, Casinos) and Their Effects On Communities And the Environment. (SS3,5)
- Topic 15 History Can Be Organized And Analyzed In Different Ways: Chronologies, Geographies, Cause/Effect, Issues, Migrations, Oral History. (SS4,5)
- Topic 16 Contributions and Discoveries of Indian People
- Topics 17-24 Significant Events and People in Major Eras, From American Indian Points of View: Colonization Era, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-Determination. (SS4,5)
- Topic 25 Major Issues Affecting MT Indian Culture, History, Current Status (Local Level) (SS4,5)
- Topic 26 Events May Be Interpreted Differently, Because Of Point Of View [i.e., Battle of the Little Big Horn, Gender Point of View, Indigenous View] (SS4,5)
- Topic 27 Tribal Membership Requirements, Tribal Identity, (i.e., Blood Quantum, Lineages, Personal Identity) (SS6)

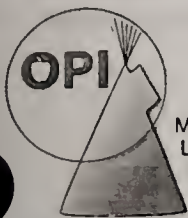
Topics, Continued

- Topic 28 Tribal Hierarchies: Status, Social Class,
Councils, Elders, Bands, Clans, Family (SS6)
- Topic 29 Unique Characteristics of MT Tribes and Other
Cultural Groups in Montana (SS6)
- Topic 30 Human Expression Contributes to the Transmission of
Montana Indian Cultures (i.e., Oral Histories,
Traditional Bead and Quill Work, Symbols,
Colors, Rendezvous, Gatherings, Medicine
Wheel) (SS6)

Glossary of Terms For Educators

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Model Lesson Plan

Social Studies

Grade 7 - 8 - Topic 26 - Tribal Membership, Tribal Identity

Stage 1 - Desired Results

Established Goals:

- Understand tribal membership and tribal identity; tribes have different criteria. (GLE 7-8.6.1)
- Compare and illustrate ways Montana tribes meet needs and concerns (e.g., heritage, friendship, self esteem) and contribute to personal identity (tribal membership and identity issues for tribes, blood quantum, lineages, family trees). (GLE 7-8.6.1).

Understandings:

- Tribal membership and tribal identity are defined in the constitutions of each tribe, and may be different. (GLE 7-8 6.1)
- Tribal membership is determined by blood quantum; lineages and an understanding of one's family tree is vital to membership. (GLE 7-8.6.1)

Essential Questions:

- How are tribal membership and tribal identity defined within tribes?
- Why are lineages and blood quantum important in determining tribal membership?
- What are some of the issues with tribal membership and tribal identity?
- Why is understanding one's family tree vital to tribal members?
- How are heritage and lineage alike? Different? What are the differences between one's heritage, one's identity, and one's lineage?

Students will be able to...

- Define tribal membership, tribal identity, ancestors, lineages, family trees, heritage and blood quantum and use these appropriately in discussions, class work, and assessments.
- Tell the requirements for tribal membership and tribal identity for two or more Montana tribes.

Stage 2 - Assessment Evidence

Performance Tasks:

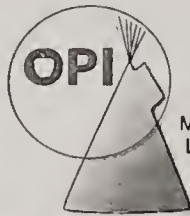
- Use lesson definitions appropriately in discussion and in an assessment.
- Research requirements for tribal membership for two or more Montana tribes, and show the requirements for each, and describe the differences between the tribes, regarding membership.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the worksheets described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions will have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the terminology, and the implications of tribal membership requirements (teachers use one MT tribe's Constitution and requirements). The discussion must also respect the Family Privacy Act; individual heritages are not required or discussed.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students perform their research on two more tribes (beyond the tribe used by the teacher as an example), taking notes and making the comparisons. After they have finished, they evaluate their work, reflecting on (write/tell) what they have learned (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities and IEP.
- O= This will probably take 3 class periods for the assignment and discussion; discussion of the definitions is essential; this sets up the work. A reminder of the definitions should be completed before assessment occurs.



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Model Lesson Plan Social Studies

Vocabulary/Concepts:

- blood quantum, heritage, lineage, family tree, tribal requirements for membership, tribal identity.

Follow-up Activity:

Read a book about heritage, tribal membership or identity. Contact your school librarian previous to the lesson to determine titles available in the school library. Recommended books from the Oyate Internet site [www.oyate.org] include:

Campbell, Maria (Cree/Métis), *Halfbreed*. 1973.

"I write this for all of you, to tell you what it is like to be a Halfbreed woman in our country. I want to tell you about the joys and sorrows, the oppressing poverty, the frustration and the dreams.... I am not bitter. I have passed that stage. I only want to say: this is what it was like, this is what it is still like."

Dumont, Marilyn (Cree/Métis), *A Really Good Brown Girl*. 1996.

With sly wit and determination (and very good writing), Dumont challenges the boundaries imposed on Indian people by white society. Watch out—Dumont is a really good brown girl with an attitude! (Review by Oyate)

Hungry Wolf, Beverly (Blackfeet), *The Ways of My Grandmothers*. 1980, b/w photos. Beverly Hungry Wolf writes about the lives of Native women as experienced by her people during the recent past. A lot of nonsense has been written about the women of Native America, past and present. *The Ways of My Grandmothers* is a good antidote. (Review by Oyate)

Resources

Teacher/Librarian Note on Materials Available Online:

Tribal Constitutions are available at the following sites. It is recommended that you either run off copies for ease of student research, or provide time for students to research online.

The National Tribal Justice Resource Center has Constitutions for certain Montana Tribes and Reservations (Blackfeet, Crow, Fort Belknap Reservation, Fort Peck Reservation, Salish and Kootenai Tribes of the Confederated Flathead Reservation) at their Model Codes site: www.tribalresources.org

The Rocky Boy's Reservation Constitution is available online at <Thorpe.ou.edu/IRA/creecons.html>

The Northern Cheyenne Reservation Constitution is available at:

<www.mt.blm.gov/mcfo/cbm/eis/NCheyenneNarrativeReport/AppB.pdf>

COMPARING REQUIREMENTS FOR TRIBAL MEMBERSHIP

Name _____

1. Your task is to compare the requirements for tribal membership for two Montana Indian tribes. Remember that each Montana tribe may have different requirements for tribal membership. Utilize tribal Constitutions to research before completing your comparison of two tribes.

_____ Tribe

_____ Tribe



Model Lesson Plan

Social Studies

Grade 7 - 8 - Topic 28 - Education and Assimilation - Timeline of Indian Education

Stage 1 - Desired Results

Established Goals:

- Demonstrate understanding of American Indian perspectives and other cultural perspectives about schooling and the Boarding School Period, especially as these affect MT Indians. (GLE 7-8.4.4)
- Identify and differentiate ways regional, ethnic and national cultures influence daily lives and personal choices. (GLE 7-8.6.5)
- Analyze conflicts resulting from cultural assimilation and cultural preservation among ethnic and racial groups in Montana, especially MT Indians. (GLE 7-8.6.3)

Understandings:

- Each MT tribe had ways of educating their youth in the past. (GLE 7-8.6.5)
- Cultural assimilation has caused conflict among and within MT Indian tribes; some of the conflict involves the pain associated with forced assimilation during the Boarding School Period and the Termination Period. (GLE 7-8.4.4;6.5)
- Cultural assimilation has multiple effects—many of these are negative. (GLE 7-8.4.4)
- The impacts of education on Native American children, past and present have both positive and negative consequences. (GLE 7-8.4.4;6.5)

Essential Questions:

- How did Native American children learn within their tribes? (gender roles, for example)
- What other ways of learning are there?
- What do the roles of Elders play in the learning of Native American children (past and present)?
- How did U.S. government policy impact education for Native Americans? Why?
- Why were boarding schools started? Why were day schools started?
- What is assimilation?
- What assimilation situations occurred in Montana tribes in the past?
- What are the contemporary issues about education within Montana tribes today?

Students will know...

- Problems and effects associated with cultural assimilation.
- Ways in which some tribes educated their youth in the past.

Students will be able to...

- Demonstrate their knowledge of the negative and positive impacts of education on Native American students (i.e., boarding school impacts, day school impacts, assimilation).
- Demonstrate their knowledge of U.S. government policies that impacted education.
- Demonstrate their knowledge of contemporary Indian education issues regarding cultural assimilation.

Stage 2 - Assessment Evidence

Performance Tasks:

- In groups, create a timeline of Indian education. This could include, artifacts and pictures. In groups display the timeline created and give a brief overview for class members.
- Demonstrate knowledge of positive, negative impacts of education on Indian students, U.S. government policies and their effects on education, and contemporary Indian education issues.
- Read and write a brief report on a book (see list below) which illustrates the impacts of education for Indian students.

Other Evidence:



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Social Studies

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will be creating a timeline of Indian education (group task) and each student will read and write a brief book report. Have information about the Boarding School Era ready for each group to read and discuss. Use Stan Juneau's (2001) *A History and Foundation of American Indian Education Policy*, pp. 19-28, Chapter 4 on the Boarding School Era. You may wish to read/lecture on this, and then have students read the part on Montana boarding schools.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions will have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the terminology, and the begin to understand the implications of cultural assimilation.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= In groups, students perform research to make a timeline of Indian education, taking notes and discussing/recording significant events. After they have finished, they evaluate their work, reflecting on (write/tell) what they have learned (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities and IEP.
- O= This will probably take 1-2 class periods for the assignment and discussion; discussion of the definitions is essential; this sets up the work. A reminder of the definitions should be completed before assessment occurs.

Vocabulary/Concepts:

- Assimilation, cultural preservation, gender roles, boarding school, day school.

Resources:

- Juneau, Stan. (February, 2001). *A History and Foundation of American Indian Education Policy*. Helena, Montana: Office of Public Instruction. Available at www.opi.mt.gov/IndianEd

Books For Students to Read:

My name is Seepeetza, by Shirley Sterling

American Indian Stories, by Gertrude Bonnin (Yankton), Zitkala-Sa

"Mush Hole", *Memories of a Residential School*, by Maddie Harper (Ojibway)

No Parole Today, by Laura Tohe (Dina')

Rabbit Proof Fence, by Doris Pilkington

Recommended Grade 6-8 Teacher Professional Reading Resource:

Adams, David Wallace, *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. 1995, b/w photos. The title says it all. Here, Adams chronicles the U.S. government's policy of education as warfare in its relentless effort to subjugate the Indian nations through the children. Excellent for teachers and upper-grade students. (Oyate Review, available online)

Posters:

Indigenous Heroes

Teaching Respect for Native Peoples—from www.oyate.org

Web Sites:

www.oyate.org

www.opi.mt.gov/IndianEd

TEACHER NOTES

This lesson will take about 3 class periods. If the learning activity involves reading a book, the student should continue reading his/her selected title after the lesson's conclusion.

Indian Education for All

Model Lesson Plans Social Studies High School

Developed
by
Montana Educators

Fall 2006



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INDIAN EDUCATION FOR ALL
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MODEL LESSONS

Process Skills Utilized Across All Topics

These skills are utilized across several Montana Content Standards: Social Studies, Library Media, Science.

- Applying all the Steps in an Inquiry Process When Looking For Information (SS1,4,6)
- Evaluating Information Quality: Sources, Origin, Authority, Accuracy, Bias, Distortion of Information And Ideas (SS1,4.6)
- Synthesizing & Applying Information to Support Reasoned Personal Convictions. [i.e., Tribal Elections, Issues, Economic Choices] (SS 1,4,5,6)
- Analyze an issue using historical evidence to form And support a reasoned position (i.e., sovereignty, Freedom, equality, diversity, civic duty) (SS4)
- Participating in Negotiations To Arrive At Solutions To Differences (i.e., Elections, Judicial Proceedings, Tribal Issues, Community Service)

Topic 1 Factors Causing Conflict and Cooperation
Among Groups and Nations [i.e., Discrimination,
Interactions, Bias, Origination of Stereotypes, Trade,
Treaties] (SS2,5.6)

Topic 2 MT Tribal Governments Compared/Contrasted. (SS2)

Topic 3 Leaders of Government: U. S., State, Tribal. (SS2)

Topic 4 Tribal Sovereignty and Power: Relationship to Local,
State, Federal governments (SS2,6)

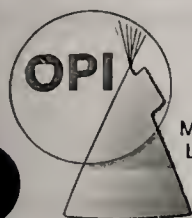
Topics, Continued

- Topic 5 Analyzing Effectiveness of Governments to Protect Rights and Needs of Citizens, Including Tribal Governance. Impact of Constitution, Laws, Court Decisions, Sovereign Powers. (SS2)
- Topic 6 Evaluating Ethical Issues and Impacts of Laws and Policies Concerning Technological Advancements as These Relate Specifically To MT Indian Tribes (i.e., Modern Weapons, Allotments, Land Disputes, Mining, Oil/Coal, Ranching, Water) (SS2,3,5,6)
- Topic 7 Assessing Major Impacts of Human Modifications on The Environment: Comparing/Contrasting Use of Lands By Different Groups (i.e., Dams, Mining, Agriculture, Ranching, Oil/Coal, Water, Hunting Rights) (SS3,6)
- Topic 8 Human Settlement Patterns and Cultural Borders: Cooperation and Conflict (SS3,6)
- Topic 9 Analyzing MT Indian Points of Historic Significance Cultural history and Preservation (SS3,6)
- Topic 10 Documents Influencing Legal, Political, and the Constitutional Heritage of MT Indians: Treaties, Oral Histories, Court Decisions, Tribal Publications, Current Events. (SS4,5,6)
- Topic 11 Analyzing the Impact of Multiple Historical and Contemporary Viewpoints About Tribes and Issues: Treaties, Sovereignty, Assimilation, Beliefs, Repatriation, Language, Jurisdiction. (SS4,6)
- Topic 12 The Colonization Era: American Indian Perspectives (SS4)
- Topic 13 The Treaty Period: American Indian Perspectives (SS4)
- Topic 14 The Allotment Period: American Indian Perspectives (SS4)

Topics, Continued

- Topic 15 Boarding School Period: American Indian Perspectives (SS4)
- Topic 16 Tribal Reorganization: American Indian Perspectives (SS4)
- Topic 17 Termination: American Indian Perspectives (SS4)
- Topic 18 Self-Determination: American Indian Perspectives (SS4)
- Topic 19 Analyze how technology and its impacts are Shaping Problem Solving On MT Reservations. (SS4)
- Topic 20 MT Tribal Economics vs. Capital Economics. (SS5)
- Topic 21 Conflicts Resulting From Assimilation Among Ethnic Groups in Montana, including MT Indians. (SS6)
- Topic 22: MT Indian contributions to MT (historical, Contemporary) (SS6)
- Topic 23 Tribal Membership, Tribal Identity, (i.e., Blood Quantum, Lineages, Personal Identity) (SS6)
- Topic 24 Tribal Hierarchies: Status, Social Class, Councils, Elders, Bands, Clans, Family (SS6)

Glossary of Terms For Educators



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Model Lesson Plan

Social Studies

TOPIC 1 - FACTORS CAUSING CONFLICT AND COOPERATION HIGH SCHOOL

Stage 1 - Desired Results

Established Goals:

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations, including tribal nations (e.g., discrimination, biases). (SS 2:B6; GLE 9-12:2.1)
- Identify the origination of stereotypes, and connect these to conflict/cooperation within and among groups and nations. (SS 2:B6; GLE 9-12:2.2)
- Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, including American Indians. (SS 6:B5; GLE 9-12:6.2)
- Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas. (SS 1:B2; GLE 9-12:1.2)

Understandings:

- Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception and point of view.
- Discrimination, stereotypes and biases originate from misinformation, misperception, omission and the distortion of information and ideas.
- Understanding the origin of discrimination, biases, and stereotypes is essential in your comprehension of what causes conflict, and the information you need to counter the specific bias.
- Discrimination, stereotyping, and biases end when people learn the origin of the misinformation/distortion, and actively participate to prevent it from continuing.

Essential Questions:

- What are some of the stereotypes and biases regarding American Indians in general?
- How have American Indians been discriminated against in past? Does this still occur? If so, what types of discrimination of currently occur?
- What conflicts have resulted from cultural assimilation and cultural preservation?
- Have stereotypes and biases occurred among tribes? If so, which of these are still currently occurring?
- What types of information and idea distortion affect your world today (Indian mascots)

Students will know...

- Discrimination, stereotypes and biases originate from misinformation, misperceptions, and distortion of information.
- Understanding the origin of discrimination, biases, and stereotypes is essential in your comprehension of what causes conflict, and the information you need to counter the specific bias.
- Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception.
- Discrimination, stereotyping, and biases end when people learn the origin of the distortion or misinformation, and actively participate to prevent it from continuing.

Students will be able to...

- Utilize classroom social skills and protocols as the class discusses misperceptions, acts of discrimination, stereotypes and biases; the teacher should discuss the conduct expected before discussions begin, and remind students as needed about the hurtfulness that results from intended and unintended remarks made.
- Know the definitions of stereotypes, bias, discrimination, tolerance and use correct information in discussions.
- Define and discuss Review Terminology as needed.
- State instances of conflicts, issues specifically linked to continued discrimination, stereotyping, and biases.
- Apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information and ideas pertaining to mascots.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student knows the criteria to evaluate information for origin, authority, accuracy, bias, and distortion of information and ideas, and can apply the criteria when evaluating nonfiction and fiction.
- Each student will write an essay discussing the mascots and their impact on American society.



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Model Lesson Plan

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Stage 3 - Learning Plan

Learning Activities:

TEACHER NOTES

This lesson will several class periods, as it incorporates major building blocks of knowledge. Students will research the mascot issue and give examples of how stereotypes, biases and misinformation are perpetuated by the use of American Indians as sports mascots.

- Download teaching materials from the websites listed below.
- Use lessons 6 and 7 from the *Building Bridges* curriculum to introduce the topic.
- Building Bridges Curriculum from the Peace Corps - <http://www.peacecorps.gov/www/publications/bridges/index.cfm>
- Use the OPI mascot model lesson plan for guidance in teaching the lessons. www.opi.mt.gov/indianed/teachers/

Instructions

1. Complete lessons 6 and 7 from the Building Bridges curriculum. This should take one class period.
2. Complete the Mascots Discussion Model Curriculum. Refer to the Teaching Tolerance website for additional materials. This should take 2-3 class periods.
3. Final essay about the mascot issue.

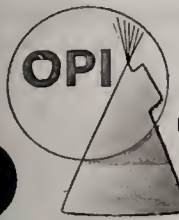
Materials:

- Worksheet #3: Americans
- Worksheet #4: Explanatory Notes for "Americans"

Instructions

1. Ask students: What are some things about our lives that you value? How do these important things shape your behavior? Then explain that people behave as they do because of the things they believe in or value. On the chalkboard, write the following values that some people from other cultures have noticed are common to many Americans:

- Informality (being casual and down-to-earth)
 - Self-reliance (not looking to others to solve your problems)
 - Efficiency (getting things done quickly and on time)
 - Social equality (treating everyone the same)
 - Assertiveness (saying what's on your mind)
 - Optimism (believing that the best will always happen)
2. Explain that not everyone in the world shares these values. Ask students whether they think every person in America shares these values. Does everyone in the classroom share these values?
 3. After a brief discussion, tell the students that they will read about behaviors that others have noticed about Americans. In some sense, these behaviors are examples of stereotypes that others harbor about Americans. Provide each student with a copy of Worksheet #3, Americans. Explain that each of the seven statements may be true for all Americans, for some Americans, or for no Americans. It is the students' job to decide whether each statement is fully accurate, partially accurate, or false.
 4. Have students work in pairs to complete Part 1 of Worksheet #3 in writing.
 5. Ask students to complete Part 2 of Worksheet #3. Then have students share their responses to Part 2 in small groups.
 6. Lead a class discussion. Explain that the students may not like or agree with some of the stereotypes others have of Americans, but they should at least be aware they exist. For an explanation of each of the seven statements, you may want to provide students with Worksheet #4, which presents the reasons that some cultural anthropologists give as to why Americans may come across to others the way they do, person to person, and culture to culture.



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Lesson 6: Americans (Part 1)

Understandings:

- To understand another culture, you first have to understand your own.
- Beliefs vary from person to person and culture to culture. Essential Que

Essential Questions:

- How does it feel when others see you as different—or as an outsider?
- How do your beliefs, values, and cultural upbringing influence the way you behave?
- How can you avoid cultural stereotyping?

Students will know...

Students will be able to...

- Students will be able to explain how people from other cultures may view Americans as a group as being different from themselves.
- Students will be able to explain why understanding their own culture can help them better understand another culture.

Learning Plan

Materials:

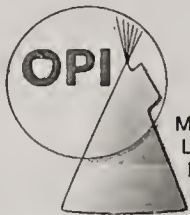
- Worksheet #3: Americans
- Worksheet #4: Explanatory Notes for “Americans”
-

Instructions

1. Ask students: What are some things about our lives that you value? How do these important things shape your behavior? Then explain that people behave as they do because of the things they believe in or value. On the chalkboard, write the following values that some people from other cultures have noticed are common to many Americans:
 - Informality (being casual and down-to-earth)
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 - Assertiveness (saying what’s on your mind)
 - Optimism (believing that the best will always happen)
2. Explain that not everyone in the world shares these values. Ask students whether they think every person in America shares these values. Does everyone in the classroom share these values?
3. After a brief discussion, tell the students that they will read about behaviors that others have noticed about Americans. In some sense, these behaviors are examples of stereotypes that others harbor about Americans.
Provide each student with a copy of Worksheet #3, Americans. Explain that each of the seven statements may be true for all Americans, for some Americans, or for no Americans. It is the students’ job to decide whether each statement is fully accurate, partially accurate, or false.
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Quote for Thought

Coming from brash America, we have to look hard to pick out the subtle feedback we don’t even realize we’re being given. —Returned Peace Corps Volunteer, Fiji Islands



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Lesson 6: Americans (Part 2)

1. Explain that Worksheet #4 provides explanations that some scholars have given for why Americans often behave and think the way they do. No statement in this lesson is true of all Americans. Within every culture there are wide variations of behavior simply because there are so many factors—in addition to culture—that can cause an individual to behave in a certain way: age, gender, personality, experience.
2. It's important to remember that no one American is quite like any other American, but core values and beliefs do underlie and permeate the national culture. These values and beliefs don't apply across the board in every situation, and Americans may, on occasion, even act in ways that directly contradict them. But they are still at the heart of cultural beliefs of many people in the United States.
3. Explain that if the statements about "Americans" were actually meant to apply to all Americans, this would be an example of cultural stereotyping.

Understandings:

Essential Questions:

- How would you feel if someone from another country had stereotypes about you before the person even knew you?

Students will know...

Students will be able to...

Taking Action

1. Have students in your class teach or tutor younger children who are from a different culture—including language skills, math, reading, or craft work. Tutoring non-English-speaking students in English is always helpful and a great way for your students to serve others while building self esteem.
2. Encourage students to interview local immigrants about aspects of American culture that the immigrants have felt to be different, strange, or tough to adjust to while living in the United States. Ask students to include any concepts from this booklet that have played a role in the immigrants' lives. Have the students present their findings to the class. Then have them develop a plan for helping the immigrants they interviewed become more comfortable in the United States. The report could also be prepared for online or print distribution, with sensitivity to protecting the privacy of the interviewee's. (You may wish to consult Insights from the Field, pages 127–129, for a step-by-step guide for students who want to undertake this project. Insights can be downloaded free from the World Wise Schools website at www.peacecorps.gov/www/guides/insights.)

Quote for Thought

It's just not in their culture to tell or even suggest what they think you should do. Even when you are asking for advice, I don't think they feel comfortable giving it. The direct American style is often taken as impolite.

—Returned Peace Corps Volunteer, Papua New Guinea

Lesson 7: Generalizations: How Accurate Are They?

Established Goal:

Introduce students to the concept of generalization as it applies to cultural stereotyping.

The goal is to have students challenge generalizations made about people, insist on knowing the evidence that supports these, and be willing to modify their own generalizations when confronted by evidence showing them to be false. It is important for students to understand that almost all generalizations, particularly those about people and other cultures, need to be qualified. The lesson also asks students to practice using qualifying language. You may want to relate this lesson to Lesson 6, on making generalizations about Americans.

Understandings:

- Cultural stereotyping results from misperceptions, misinformation, distortion of information and ideas
- Generalizations should not be made without being substantiated by evidence.
- Generalizations usually need to be qualified.

Essential Questions:

- What do we gain from qualifying a generalization? Why bother doing it?
- What are some ways we can avoid stereotyping other people who are different from us?



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Students will be able to...

Learn to recognize and modify generalizations.

Learning Plan

Materials:

- Worksheet #5: How Accurate Are They? (for every two students)
- Pencils and paper

1. Explain the meaning of “general” and “specific” using objects in the room or pictures to illustrate your point (e.g., “This horse is black” versus “All horses are black”).
2. Write this statement on the board: “Snakes are harmful.” Ask students to write at the top of a sheet of paper whether they agree or disagree with the statement. Then read each of the following questions aloud. Have students number 1 through 7, then write “yes” or “no” in response to each question.
 1. Are all snakes harmful?
 2. Are most snakes harmful?
 3. Are many snakes harmful?
 4. Are some snakes harmful?
 5. Are a few snakes harmful?
 6. Do you know about all snakes?
 7. Is the statement “Snakes are harmful” true?
3. As a class, address the following questions:
 - How many students agreed with the statement on the board at first? How many students answered no to the seventh question? If you changed your mind, what made you do so?
 - What words can you add to the statement “Snakes are harmful” to make it more accurate (e.g., some snakes, many snakes, a few snakes in Asia, many snakes in Australia)?
 - What can you add to the statement to show that you don’t have a lot of factual information about snakes (e.g., as far as I know, I’m not sure, in my experience)?
4. Have students work in small groups to evaluate the accuracy of the generalizations listed on Worksheet #5. Encourage them to discuss

Debriefing

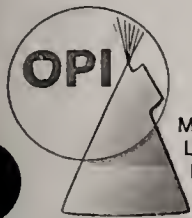
Use the following questions to guide a brainstorming session to help students recognize generalizations and begin using qualifying language.

1. Have you ever heard anyone use a generalization to describe you or another person? How does it feel when someone does that?
2. What happened when we used a generalization to describe snakes? Was the statement accurate? What happened when we used qualifiers to describe snakes? When you filled out the worksheet, which statements were more difficult to evaluate—the statements about things or the statements about people?
3. What are some ways we could complete the following sentences?
 - We should try not to use generalizations because _____.
 - It is important to use qualified statements because _____.
4. What can you do if you hear someone using generalizations to describe a person or a group of people? (Help students articulate some non-confrontational ways to respond to generalized descriptions.)
5. How can being alert to generalizations help us avoid stereotyping individuals from other cultures—or individuals different from ourselves?

Taking Action

Invite students to challenge generalizations in their daily lives. Ask the students to think about generalizations and stereotypes they might use sometimes in casual conversations with friends. List some words that often appear in students’ casual conversations that can be hurtful to others. Ask students to substitute more accurate and qualified statements for these words. Challenge the students to model culturally sensitive behavior for their friends and family. Ask them to observe how many of their friends and families modify their word choices.





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TOPIC 2 - MONTANA TRIBAL GOVERNMENTS HIGH SCHOOL

Stage 1 - Desired Results

Established Goals:

- Understand the structure of Montana tribal governments. (SS2: B2)
- Understand the Indian Reorganization Act (IRA) of 1934 that provided for tribal self-governance, land, resource conservation, development and other reforms.

Understandings:

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation-, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (quick review)
- There are 12 Indian tribes in Montana Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa. (quick review of these).

Essential Questions:

- What elements do Montana tribal governments have in common?
- What are the basic elements of contemporary tribal governments near your school?
- How are tribal governments different from state and federal governments?
- How does sovereignty make Indians distinct from all other minorities in the U.S. and Canada?

Students will know...

- The basic structures of tribal governments in Montana.
- The differences and similarities between tribal, state, and federal governments.
- The ways in which tribal governments impact them.

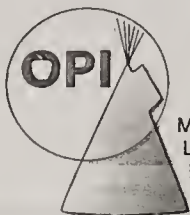
Students will be able to...

- Apply criteria to compare and contrast MT tribal governments
- Apply criteria to compare and contrast MT tribal government with MT state government and the U. S. government (rights, responsibilities, limitations).
- Demonstrate a working knowledge of the differences and similarities between tribal, state, and federal constitutions.

Stage 2 - Assessment Evidence

Performance Tasks:

1. Student knows the criteria to compare and contrast tribal governments, and can apply the criteria to complete a chart of contrasts and comparisons.
2. Each student will demonstrate required knowledge about tribal governments through their research, presentation and discussion.



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Stage 3 - Learning Plan

Learning Activities:

TEACHER NOTES

This lesson will take approximately 4 class periods: 2 days for research and 1 day for writing and 1 day for reporting out. Divide the class into 9 groups. Assign each group one of the 7 Montana tribal, State of Montana, and Federal constitutions. Refer to handout 4B from *Close Up* materials for guidance – Tribal Govt. Structure

Instructions

1. Complete lessons 6 and 7 from the *Building Bridges* curriculum. This should take one class period.

Tribal Government Structure (handout adapted from *Close-up American Indian Citizenship in Balance Curriculum*)
Analyze a tribal constitution by answering the questions below. Write out your answers on a separate sheet of paper.

The Preamble

A preamble reflects the hopes and aspirations of the group. Summarize the tribal preamble in two or three sentences.

Articles

The framework and powers of tribal governments are outlined in several articles or sections. There are separate articles for each branch or governing body. Articles spell out the structure of each branch and the qualifications, method of selection, length of term, and duties of officials in each branch.

The Executive Article

How is the executive power structured?

What are the qualifications for the office of the executive (i.e. the president or chairperson)?

What is the method of selection?

What is the length of the term of office?

What are the duties of the official(s)?

The Legislative Article

How is the legislative power structured?

What are the qualifications for office in the legislature (i.e. the tribal council)?

What is the method of selection?

What is the length of the term of office? What are the duties of the officials?

The Judicial Article

How is the judicial power structured?

What are the qualifications for office in the judiciary (i.e. tribal judge)?

What is the method of selection?

What is the length of term in office? What are the duties of the official(s)?

Bill of Rights

A bill of rights lists the fundamental rights and liberties of a citizen of the tribe. Is there a bill of rights in the tribal constitution you are researching? If so, list those rights afforded to the tribe as stated in the constitution.



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Membership

Tribes can determine the qualifications for membership in the tribe. Does the constitution include a section on the qualifications of a tribal member? If so, complete the following questions.

What are the qualifications for membership in the tribe?

Who can vote in tribal elections?

Additional Issues

Many tribes address other issues in their constitution and bylaws, such as elections, education or economic development. Does the constitution you are researching have additional articles? Briefly summarize them.

When was the constitution adopted?

Do you think the tribal nation you are studying has an equal balance of powers? Why?

Materials

1. *A History and Foundation of American Indian Policy* (pages 28-34) <http://www.opi.mt.gov/indianed/recommcurr.html>
2. Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).
<http://www.opi.mt.gov/indianed/teachers.html>
3. Links to each tribal government.
<http://www.mt.gov/govt/tribal.asp>

Links to each tribal constitution:

Crow	http://www.crownations.net/constitution.htm
Rocky Boy's	http://thorpe.ou.edu/IRA/creecons.html
Blackfeet	http://thorpe.ou.edu/constitution/blackfeet/bfconfTOC.html
Northern Cheyenne	http://thorpe.ou.edu/IRA/ncheycons.html
Flathead	http://www.cskt.org/documents/gov/cskt_constitution.pdf
Fort Belknap	http://thorpe.ou.edu/IRA/ftbelcons.html
Fort Peck	http://www.fortpecktribes.org/pdf/fpt_constitution_bylaws.pdf
Little Shell	http://www.littleshelltribe.com/lstconstitution.shtml

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